SUPER GOAL 1

MANUEL DOS SANTOS





SuperGoal 1 Student Book

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Development editors: Ana Laura Martínez Vázquez, Janet Battiste
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2	What Day Is Today? **Pages 10–17**	Use days of the week and months Use the numbers 1 to 1,000 in context Use ordinal numbers Talk about your age Follow and give classroom instructions	Possessive adjectives: *our*, *your*, *their* Question words: *what*, *when*, *how old* Prepositions: *in*, *on* with dates
3	What's That? **Pages 18–25**	Give commands and instructions Ask for identification of things	Demonstrative pronouns: *this/that/ these/those* Imperatives Indefinite and definite articles: *a/an, the*
4	Around the World **Pages 26–33**	Talk about countries and nationalities Ask for information with *yes/no* questions Give basic personal information	Verb: *be* Question word: *where* Prepositions: *from*, *in*, *on* *Can/will* for requests and offers
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7	Where Do You Live? **Pages 56–63**	Name places in a city Describe location Ask for and give directions	Verb: *live* + preposition Prepositions of place: *across from*, *between*, *next to*, *on*, *near*, *far from* Imperatives for a command, instruction or advice Comparative and superlative adjectives
8	What Are You Doing? **Pages 64–71**	Talk about what people are doing	Present progressive tense Questions with *what* + present progressive *Would like* and *would like to*

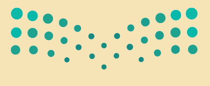


Listening	Pronunciation	Reading	Writing
Listen to conversations for specific information	Sentence intonation	A New Student!	Write a conversation Make and illustrate a list of greetings (Project)
Listen to conversations for specific information	Stressed syllables	How Old Are They?	Complete a form with personal information Write about animal life spans (Project)
Listen for specific details	Voiced *th* and unvoiced *th*	Museum of Science	Write about things in a museum Make a brochure for a museum (Project)
Listen for specific information—telephone numbers, emails, and addresses	Telephone numbers, emails, addresses	Lapland: The Land of the Midnight Sun	Write your name, address, telephone numbers, and email for a class directory Make an information poster about your country (Project)
Listen for specific information about a family	*Do you...?*	Family Values and Society	Write about an imaginary family Write about the Saudi royal family (Project)
Chant Along: Orders, Orders, Everywhere **Project:** Prepare a set of school rules			
Listen for specific information to perform a task	*Yes/no* question intonation	Unusual Houses	Describe your home Make a poster about a dream house (Project)
Listen to follow directions	Syllable stress	Famous Neighborhoods	Write a postcard about your neighborhood Make a brochure for your neighborhood (Project)
Listen for specific details about ongoing activities	The *-ing* ending	Teenagers' Favorite Place	Write about ongoing activities of family and friends Write about a popular teenage hangout (Project)



Scope and Sequence

	Unit Title	Functions	Grammar
9	What Do You Do? **Pages 72–79**	Ask and answer questions about jobs Describe job activities Ask and answer with *why/because*	Simple present tense Questions with *what* Conjunctions: *so/because*
10	What's School Like? **Pages 80–87**	Talk about school subjects Describe people's physical traits Describe people's personality Discuss likes and dislikes	Simple present tense Adjectives (position) Intensifiers: *very, quite, really*, etc. Adjectives with *-ed* and *-ing*
11	What Time Do You Get Up? **Pages 88–95**	Describe daily activities and routines Express time	Adverbs of frequency: *always*, *usually*, *sometimes*, *never* Time expressions: *before*, *after*, *then*, *every day* Prepositions: *at*, *in*, *on* in time expressions Simple present versus present progressive
	EXPANSION Units 6–11 **Pages 96–107**	**Language Review** **Reading:** Email Pals **Writing:** Write an email about family and activities **About You** **Chant Along:** My Neighborhood!	
12	What Can You Do There? **Pages 108–115**	Talk about places and activities Express ability Express likes and dislikes	Modal: *can* Verb: *like* + infinitive Gerunds and infinitives after verbs
13	What Are You Going to Wear There? **Pages 116–123**	Talk about clothing and colors Express future plans Make suggestions	Future: *be* + *going to* Time expressions for the future: *tomorrow*, *next week*, *next month,* etc. Present progressive: future arrangements and time expressions
14	Let's Celebrate **Pages 124–131**	Talk about national holidays and celebrations Express wants and needs Make suggestions and invitations	Object pronouns *Need/want/like* + infinitive *Let's* + verb Modals: *must/mustn't/should/shouldn't*
15	Then and Now **Pages 132–139**	Talk about the past Describe places and people in the past	Simple past tense: *be* *To be born* *There was/there were*
16	What Did You Do Last Week? **Pages 140–147**	Talk about past activities	Simple past tense Regular past tense verbs Irregular past tense verbs Time expressions for the past: *yesterday*, *last night*, *last week, last month* Simple present versus simple past
	EXPANSION Units 12–16 **Pages 148–155**	**Language Review** **Reading:** My Favorite Hangout Place	

Listening	Pronunciation	Reading	Writing
Listen for specific details about jobs	Third-person singular verb endings /s/ and /z/	Follow Your Dream	Write about your dream job Make a list of good and bad jobs (Project)
Listen for specific details about people	Third-person singular verb ending -es	School Clubs	Write a description of a person you know Make an advertisement for a school club (Project)
Listen for specific details about daily activities	Linking—Does he and Does she	Schooldays: School Around the World	Write an email about a typical day at school Write about school routines around the world (Project)
	Language Review **Reading:** English Everywhere **Chant Along:** The English Class **Project:** Language survey		
Listen for specific information from a radio ad	*Can* and *can't*	Places to visit in Saudi Arabia	Write a postcard from a resort in your country Design a brochure for a vacation resort (Project)
Listen for specific details about clothing and colors	*Going to*	The Iguassu Falls	Write a description of people's clothing Do a class survey on shopping advice (Project)
Listen for specific details from invitations	Nonstressed object pronouns	Eid Celebrations	Write about a holiday celebration in your country Present a celebration in another country (Project)
Listen for specific details from a biography	*Was* and *were*	A Real Giant	Write about a celebrity Write an interview with a famous person (Project)
Listen for specific details about a past event	Past tense endings—/t/, /d/, /ɪd/	Favorite Foods—Around the World	Write a recipe for your favorite food Present a regional dish in your country (Project)
	**Writing:** A funny or unexpected event **Chant Along:** My Dream Vacation		

1 Good Morning!



1 Listen and Discuss











Saying Goodbye





Introductions





Quick Check 

A. Vocabulary. Circle all the "hello" greetings in the conversations.

B. Comprehension. Answer ***yes*** or ***no***.

1. _______ Mr. Porter is George's father.
2. _______ Danny's greeting to Alex is "Good morning."
3. _______ Michael's friends call him Mike.
4. _______ Hanan and Asma are friends.

FYI*

Use titles with last names or with first name + last name: Ms. Jones *or* Ms. Karen Jones. In greetings, use titles with last names only. You say, "Hello, Ms. Jones."

		Married	Single
Man	Mr.	✓	✓
Woman	Mrs.	✓	
	Miss		✓
	Ms.	✓	✓

2 Pair Work 

A. Start a conversation with a partner.

Hi, _______. How are you?

Fine, _______. And you?

I'm OK. / I'm fine.

B. Introduce yourself to a new partner.

Hi. I'm _______. What's your name?

My name's _______. My friends call me _______.

Nice to meet you.

C. Introduce your friend to a classmate.

A: _______ , this is my friend, _______.

_______ , this is my classmate, _______.

B: Nice to meet you.

C: Nice to meet you, too.

*FYI: For Your Information



3 Grammar 

Verb: *be*

Singular			Plural		
I**'m**	John.	(I + **am**)	We**'re**		(we + **are**)
You**'re**	Sue.	(you + **are**)	You**'re**	friends.	(you + **are**)
He**'s**	Bill.	(he + **is**)	They**'re**		(they + **are**)
She**'s**	Mary.	(she + **is**)			

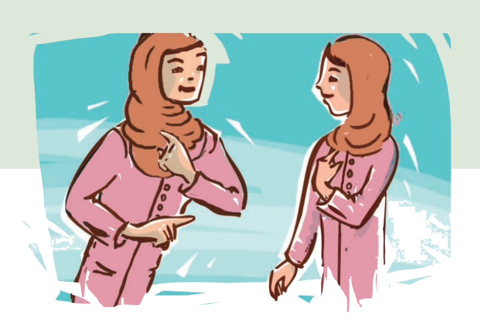
FYI The short forms with apostrophes (') are contractions.

Possessive Adjectives: *my, your, his, her*

Singular

My name is Fatima.
Is **your** name Mona?

His name is John.
His name is George.





A. Complete the sentences. Use the correct form of the verb ***be***.

1. Mr. Albadri ________ the principal.
2. I ________ a student.
3. Matt and Ben ________ classmates.
4. ________ Rana Atwan a teacher?
5. You ________ my best friend.
6. Mr. and Mrs. Johnson ________ married.

B. Complete the sentences with possessive adjectives.

1. He's a teacher. ________ name is Mr. Farhat.
2. I'm a student. ________ name is Aisha.
3. He's the director. ________ name is Mr. Hariri.
4. This is Henry. ________ last name is Parker.

C. Complete the conversations. Then practice with a partner.

1. **A:** What's ________ name?
   B: His name ________ Luke.
2. **A:** Mom, this is Refaa, and this is Asma. They ________ my friends.
   B: Nice to meet ________.
3. **A:** What's ________ name?
   B: Her name is Debbie. She ________ my neighbor.
4. **A:** Welcome to English class. ________ name is Mrs. Nadia.
   B: Hello, Mrs. Nadia. ________ Yasmine.



D. Complete the conversations. Use the phrases in the box.

How are you	Good morning	Nice to meet you
See you later	My name is	Good evening















4 Pronunciation 

Listen to the intonation. Then practice.

What's your name? How are you? How's it going?

5 Listening 

Listen. Mark the correct response.

1. a. ____ Not bad.
   b. ____ Thank you.
2. a. ____ My name is Brad.
   b. ____ Goodbye.
3. a. ____ Nice to meet you.
   b. ____ I'm OK.
4. a. ____ Good morning, Miss Jones.
   b. ____ Hi. How are you?
5. a. ____ Goodbye.
   b. ____ Fine, thanks.
6. a. ____ Nice to meet you.
   b. ____ Take care.

6 About You 

1. How do you spell your first name?
2. How do you spell your last name?
3. What do your friends call you?
4. What's your best friend's name?
5. What's your dad's name?
6. What's your brother's name?
7. What's your teacher's name?
8. How are you today?

7 Conversation 

Carlos: Are you Rick Morgan?

Rick: Yes.

Carlos: Hi. I'm Carlos Rodriguez. I'm from your company.

Rick: Nice to meet you, Carlos.

Carlos: Nice to meet you, too. Welcome to Spain.

Rick: Thank you.

Carlos: So, is this your first time here?

Rick: Yes. I'm very excited.

Carlos: All our colleagues are at the restaurant, and a big meal is ready for you.

Rick: Great. I'm starving. The food on planes is terrible.

Your Turn

You are meeting a stranger at the airport. Make up a conversation with a classmate.

A: Are you (Mr. / Mrs. / Dr.) _______?

B: Yes.

A: I'm _______.

B: Nice _______.

A: Nice _______, too.

A: Welcome to _______.

B: Thank you.

A: _______ your first time here?

B: Yes. / No.





8 Reading 

Before Reading

What do you say when you meet someone for the first time?



A New Student!

Listen to the conversation and then practice in pairs.

Ali: Hi. My name's Ali. What's your name?
Ahmed: Nice to meet you, Ali. My name's Ahmed.
Ali: Are you a new student?
Ahmed: Yes, today is my first day here.
Ali: Welcome to the class, Ahmed. Where are you from?
Ahmed: I'm from Abha.
Ali: Welcome to Riyadh.
Ahmed: Thank you. It's a wonderful place.




Expressions:

Take care.
How are you today?
Are you from ...
How is it going?
See you tomorrow.
Great!
So, is this ...
This is ...
Welcome ...
Nice to meet you ...
How are you ...

Use expressions from the box above to complete the dialog.

Omar: Hi, Ali!
Ali: Good morning, Omar. (1) ________________________?
Omar: Fine, thanks. (2)________________________?
Ali: Great! Omar, (3) ________________________ Ahmed. He is a new student.
Omar: Hi, Ahmed. I'm Omar.
Ahmed: (4) ________________________, Omar.
Omar: Nice to meet you, too.
Ali: (5) ________________________ today, Ahmed?
Ahmed: (6)________________________. It's a great school!
Omar: (7) ________________________ your first day here?
Ahmed: Yes, it's my first day at school.
Omar: (8) ________________________ Riyadh?
Ahmed: No, I am from Abha.
Omar: (9) ________________________ to Riyadh, Ahmed.
Ahmed: Thank you, Omar.
Omar: (10) ________________________. Nice to meet you, Ahmed.
Ahmed: Nice to meet you, Omar.
Ali: Bye. (11) ________________________.

After Reading

Answer ***yes*** or ***no***.

1. _____ Ali is a new student.
2. _____ Ali and Ahmed are in Jeddah.
3. _____ Ahmed is from Abha.





9 Writing

A. Match the phrase with the correct response.

1. _____ Where are you from?
2. _____ Hello. My name is Mona.
3. _____ What's your teacher's name?
4. _____ Are you a new student?
5. _____ Goodbye.
6. _____ Welcome to our class.

a. See you later.
b. Yes, it's my third day here.
c. Thanks. You're friendly here.
d. Her name is Miss Refaa.
e. I'm from Dammam.
f. Nice to meet you. I'm Farah.



Writing Corner

1. Sentences begin with a capital letter and end with a period.
   She is a new student. **H**er name is Farah.
2. There is a question mark at the end of a question.
   Is she a new student**?** What is her name**?**
3. For questions with the verb *be*, the subject and the verb change places.

Question	**Answer**
Where **is Farah** from?	**Farah is** from Dammam.
Are you a new student?	Yes. **I'm** a new student.

B. Write questions for the answers in the chart. Then, work with a partner to ask and answer the questions. Write your partner's answers below the examples.

Question	Answer
1.	My name is Farah.
2.	Yes, I'm a new student.
3.	No. It's my third day at this school.
4.	I'm from Dammam.
5.	Miss Amal is my English teacher.

C. Work with a partner. Write a conversation to welcome a new student to your school. Use questions and expressions from page 7 and from the activities above.

10 Project

Make a list of formal and informal greetings in English. Draw a picture or find a photo for each one.



11 Form, Meaning and Function 

A. Write the correct word below each photo.

eraser	books	pen	scissors	notebook	pencil	crayon	paints

School Supplies

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________

B. Match the school supplies with the correct verb.

1. books	**a.** color
2. eraser	**b.** read
3. pencil	**c.** paint
4. scissors	**d.** write
5. paints	**e.** cut
6. crayon	**f.** erase

school

C. Write the correct verb from exercise **B**.

1. We ____________ books.
2. We ____________ with scissors.
3. We ____________ with a pen or pencil.
4. We ____________ in our notebooks.
5. We ____________ with crayons.

2 What Day Is Today?



1 Listen and Discuss 

What's your favorite day of the week?
What's your favorite month of the year?

Days of the Week

What day is today?

Months of the Year

What month is it?

Numbers

1 one	**1st** first	**9** nine	**9th** ninth	**17** seventeen	**17th** seventeenth		
2 two	**2nd** second	**10** ten	**10th** tenth	**18** eighteen	**18th** eighteenth		
3 three	**3rd** third	**11** eleven	**11th** eleventh	**19** nineteen	**19th** nineteenth		
4 four	**4th** fourth	**12** twelve	**12th** twelfth	**20** twenty	**20th** twentieth		
5 five	**5th** fifth	**13** thirteen	**13th** thirteenth	**21** twenty-one	**21st** twenty-first		
6 six	**6th** sixth	**14** fourteen	**14th** fourteenth	**22** twenty-two	**22nd** twenty-second		
7 seven	**7th** seventh	**15** fifteen	**15th** fifteenth	**23** twenty-three	**23rd** twenty-third		
8 eight	**8th** eighth	**16** sixteen	**16th** sixteenth	**24** twenty-four	**24th** twenty-fourth		

30 thirty	**30th** thirtieth	**60** sixty	**60th** sixtieth	**90** ninety	**90th** ninetieth
40 forty	**40th** fortieth	**70** seventy	**70th** seventieth	**100** one hundred	**100th** one hundredth
50 fifty	**50th** fiftieth	**80** eighty	**80th** eightieth	**1,000** one thousand	**1,000th** one thousandth

Age

Quick Check ☑

A. Vocabulary. Circle the ages in the conversations.

B. Comprehension. Answer ***yes*** or ***no***.

1. _______ Jamal is six months old.
2. _______ The boys are ten years old.
3. _______ The baby's name is Abdullah.
4. _______ Their names are Ali and Adel.



The plural (more than one) possessive adjectives are:

Our = belongs to us

Your = belongs to you (many people)

Their = belongs to them

Use a possessive adjective before a noun, such as an event or day, to show who the noun belongs to.

Our vacation is in May.

Your vacation is in May, too.

Their vacation is in June.

2 Pair Work 

A. Ask and answer.

- What day is today?
- Today is Saturday.
- What month is it?
- It's April.

B. Ask and answer with your information.

- When is your final test?
- It's on _______.

C. Ask and answer in groups of three.

- How old are you?
- I'm _______ (years old).
- How old is _______?
- He / She's _______.

3 Grammar



Question Words: *What, When, How old*

Use ***What*** to find information about specific days, dates and times.

What is the date tomorrow?	It's January 20th. (it's = it + is)
What day is your visit to the museum?	Our visit is on Thursday.

Use ***When*** to find general or specific information about days, weeks, months and seasons.

When is your vacation?	Our vacation is in May.
When are their football matches?	Their matches are in the winter.

Use ***How old*** to ask the age of a person or an object.

How old are you?	I'm fifteen.
How old is the building?	It is 150 years old.

Prepositions: *In, On* with Dates

Use different prepositions when talking about months and seasons compared to days. Use *in* with months, seasons and years. Use *on* with dates and days of the week. Use *on* to talk about things you do regularly (every week or month).

Remember to use *what* to ask questions about times and days, and *when* for months and seasons.

What day do you play football?	***On*** Mondays.
What day is your final test?	Our final test is ***on*** September 21st.
When is your final test?	Our final test is ***in*** September.
When do they have English classes?	Their English classes are ***on*** Monday and Wednesday.
When is our vacation?	Our vacation is ***in*** the winter.

A. Complete the sentences. Use number words.

December is the *twelfth* month of the year.

1. January is the ______ month of the year.
2. July is the ______ month of the year.
3. September is the ______ month of the year.
4. March is the ______ month of the year.
5. August is the ______ month of the year.
6. May is the ______ month of the year.

B. Write the dates in full.
Note: The month comes first.

1/22 *January twenty-second*

1. 4/13 ____________________
2. 2/28 ____________________
3. 6/17 ____________________
4. 10/9 ____________________
5. 7/4 ____________________

C. Work in pairs to ask each other the dates of important national days in Saudi Arabia.

A: When is ...?
B: It is on ...

National Day	Date





D. Complete the conversations. Then practice with a partner.

1. A: ______ are John and George?
B: ______ 15.
A: What about Sarah?
B: ______ 16.

2. A: ______ are your names?
B: My name ______ Lisa,
and she ______ Sandra .
A: How old ______ you?
B: We ______ 14.

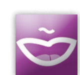
3. A: They're nice girls.
What are ______ names?
B: Pam and Vicky.
They ______ in my English class.

4. A: ______ is your final test?
B: It's ______ March.
A: ______ date?
B: March 11th.
A: ______ final test is ______ the
11th too!

4 Listening 

Listen to the three conversations. Complete the chart.

	Day	Date
Conversation 1		
Conversation 2		
Conversation 3		

5 Pronunciation 

Listen to the stress on the words. Then practice.

May	**Mom**	**Au**gust	**Sun**day	Sep**tem**ber	Oc**to**ber
June	**Dad**	**A**pril	**teach**er	De**cem**ber	to**mor**row

6 About You 

A. Complete the form. Write the information about yourself.

B. Answer the questions.

1. How old is your best friend?
2. What is your best friend's name?
3. How old is your pet?
4. What's your pet's name?

Information Form

First name: ____________________

Middle name(s): ____________________

Last name: ____________________

Age: ____________________

Birth date: ____________________

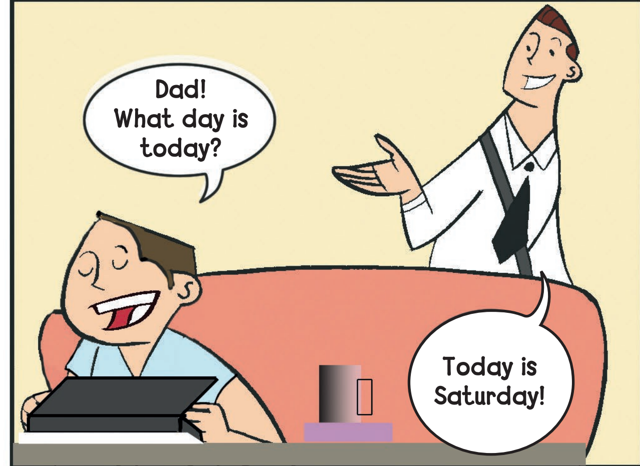


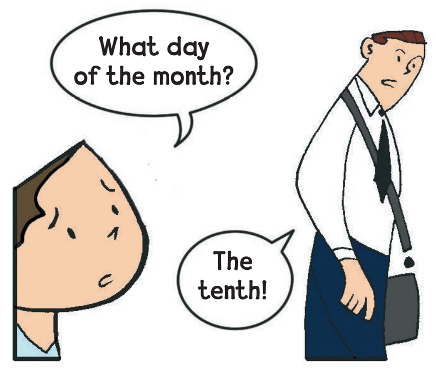


7 Conversation



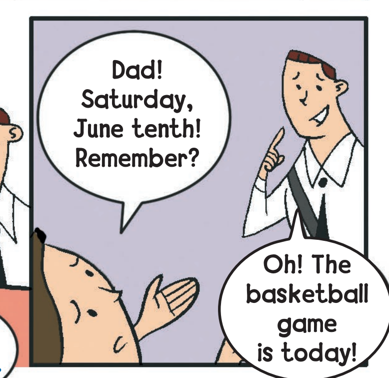




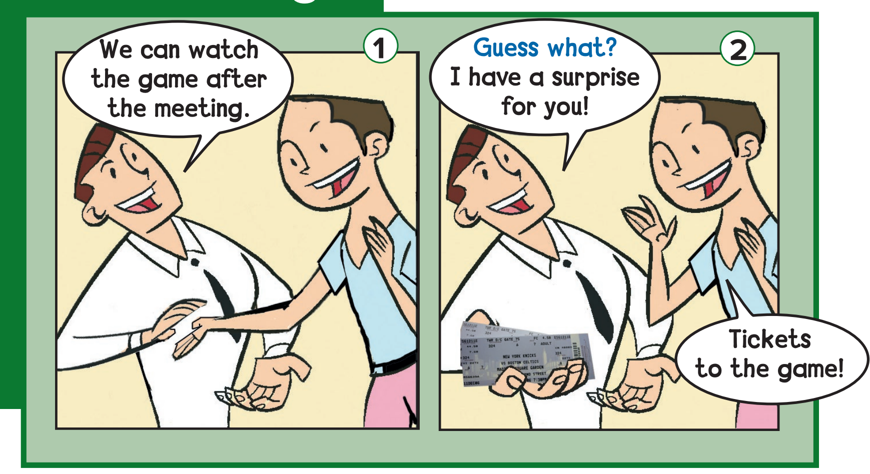








Your Ending



Real Talk

Guess what? = when we tell someone something that will surprise them

You're welcome. = a polite reply to "Thank you"

About the Conversation

1. What day of the week is it?
2. What month?
3. What's the date?
4. What is today?

Your Turn

Role-play the conversation with a partner. Use the ending you like.



8 Reading 

Before Reading

Look at the pictures and the charts.
What do you think the reading is about?

How Old Are They?



Flipper is a dolphin, and he is 5 years old. That is young for a dolphin. It is the age of an 18-year-old person. Flipper is a baby in human years, but he's a teen in dolphin years.



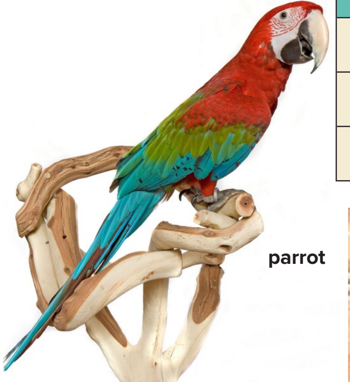
Cleo the cat is one year old. In human years, she's a 15-year-old adolescent.



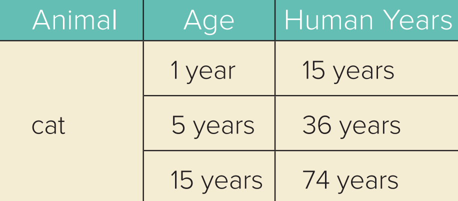
Ollie the elephant is four years old, and he's only a baby. Samson, his father, is 30. That's still young for an elephant.



Marla is old—even for a turtle. She's 95.



Animal	Life Span	Animal	Life Span
turtle	123 years	horse	33 years
parrot	80 years	rabbit	9 years
elephant	70 years	mouse	4 years



Animal	Age	Human Years
cat	1 year	15 years
	5 years	36 years
	15 years	74 years







? How old are you?

After Reading

1. How old is Flipper?
2. Is Marla young or old for a turtle? How old is she?
3. How old is Cleo the cat?
4. How old is Cleo in human years?



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9 Writing

A. Write the question word: ***When, Where, What, How***. Match each question with the answer.

1. ____________ is your first name?
2. ____________ do you spell that?
3. ____________ old are you?
4. ____________ are you from?
5. ____________ is your birth date?
6. ____________ is your last name?

a. _____ Chicago.
b. _____ Watkins.
c. _____ Robert.
d. _____ I'm 13.
e. _____ W-A-T-K-I-N-S.
f. _____ June 17th, 2002.



Writing Corner

1. Names begin with a capital letter.
   His name is **S**aeed **A**l-**H**assan.
2. The names of countries and cities begin with a capital letter.
   I'm from **R**iyadh, **S**audi **A**rabia.
3. Months and days of the week begin with a capital letter.
   Today is **W**ednesday, **O**ctober 16th.

B. Look at the information form. Look again at the questions in exercise **A**. Write the question for each piece of information. Complete the form with your information.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Information Form

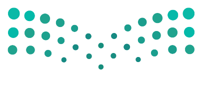
First name: ....
Last name: ....
City: ....
Age: ....
Birth date: ....

C. Make two more information forms. Then, use the questions to interview two classmates and complete the forms with their information. Remember to ask for spelling.

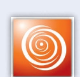
10 Project 

Do research and find out the life span of other animals, insects, or plants and say how old they are in human years.







11 Form, Meaning and Function 

Classroom English

Good morning. Let's start.

Please sit down.

Put your bags away.

Work with a partner.

Take out your pencils.

Open your books. Look at page twelve.

Close your books.

Listen and repeat.

A. Work with a partner. Read the instructions to your partner. Your partner only follows the instructions when you say "please." Then change roles.

B. Write the teacher's instructions in the correct order.

Look at page eighteen.	**1.** ______________________
Please sit down.	**2.** ______________________
Read the conversation.	**3.** ______________________
Good morning. Let's start.	**4.** ______________________
Open your books.	**5.** ______________________

3 What's That?

1 Listen and Discuss

Which words on these pages do you already know?



Buy a souvenir at the

MUSEUM GIFT SHOP

POSTERS

reproduction of painting by Vincent Van Gogh

Check out those sculptures.

sculptures

lamp

watches

key chains

tote bags

toys

Quick Check ☑

A. Vocabulary. What things in the pictures do you have?

B. Comprehension. Answer ***yes*** or ***no***.
Tom says:

1. _______ Welcome to school.
2. _______ Follow me.
3. _______ Don't take photographs.
4. _______ Look at those paintings.

2 Pair Work 

Ask and **answer** about the items in the museum.

What's that?

I think it's a bicycle. / I don't know.

What are these?

They're key chains.

FYI The indefinite articles *a/an* come before singular nouns.
Use *a* before words that begin with a consonant sound: **a** radio, **a** calculator, **a** painting.
Use *an* before words that begin with a vowel sound: **an** airplane, **an** English class.
The vowels are **a, e, i, o, u**.



3 Grammar

This is a famous modern sculpture.
That is a water fountain.

Demonstrative Pronouns: *this / that / these / those*

Use a demonstrative pronoun in the place of a noun to point to objects.

Use *this/these* for things near you. Use *that/those* for things far from you.

	near	far
Singular	This	That
Plural	These	Those

This school is near to my house.
I want to buy **this** goldfish.

These chairs in my class are red.
I don't like **these** flowers in my room.

That park is far away from my house.
Look at **that** bird in the sky!

Those chairs in the other class are blue.
I like **those** trees in the park.



Imperatives

Use the imperative to give a command, or an order, and instructions.
Say *please* to be polite.

Affirmative (+)
Sit down. / Please **sit** down.
Come in. / Please **come** in.

Negative (–)
Don't sit down. / Please **don't sit** down.
Don't come in. / Please **don't come** in.

Also use the imperative to give advice.
Buy those posters. They're nice.
Go out. The weather is good.

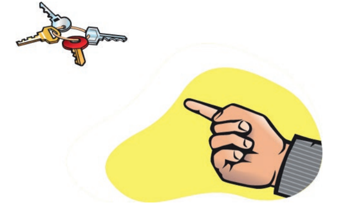
Don't buy that painting. It's strange.
Don't go out. It is very hot today!

A. Work with a partner. Ask and answer. Use ***this/that*** or ***these/those***.

A: What's this?
B: It's a pencil.



A: What are those?
B: They're keys.



1.





2.



3.



4.



5.



6.





B. Start to draw an object.
Ask a partner to guess what you are drawing.

A: What's this?
B: It's a bike.
A: No, it's not a bike.
B: It's an orange.
A: Yes, that's right.

C. Match the imperatives with the pictures. Write the letters in the blanks.

a. Pay here. **b.** Don't take photographs. **c.** Don't use cell phones. **d.** Don't touch.




1. _____



2. _____



3. _____



4. _____

4 About You



1. What's in your backpack or bag?

2. What's on your desk?

5 Listening



Mark and Andy are on a tour of the museum. Listen. Circle the things they see.



6 Pronunciation



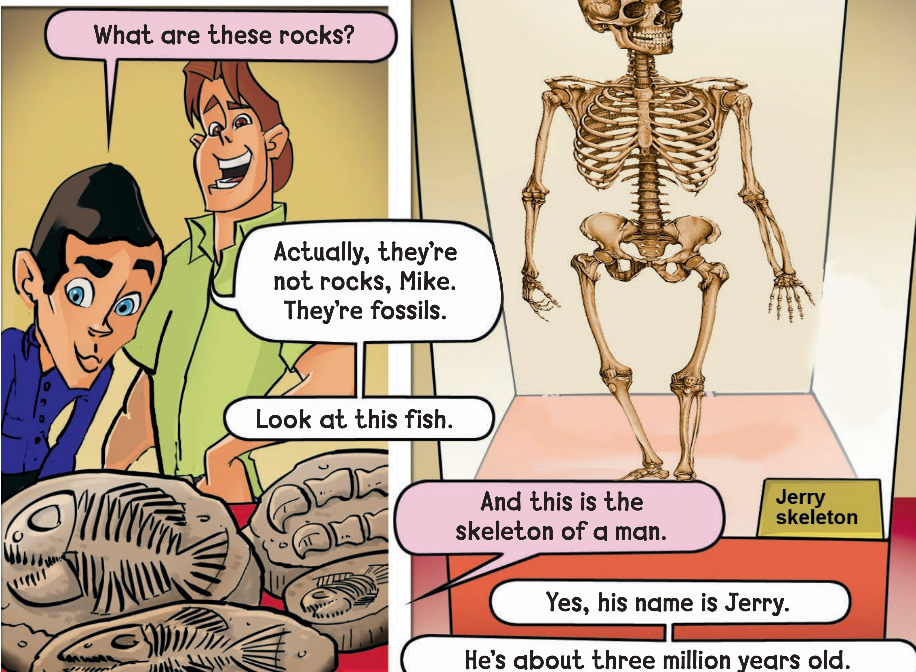
There are two ways to pronounce ***th***. Listen. Then practice.

1
think
ten**th**
thanks

2
this/**th**at
these/**th**ose
they

7 Conversation







Your Ending

1. It's a dinosaur's egg.
2. It's a meteor.
3. It's a diamond.

About the Conversation

Answer ***yes*** or ***no***.

1. ____ The skeleton of the dinosaur is small.

2. ____ The "rocks" are really fossils.

3. ____ The skeleton's name is Mike.

4. ____ The skeleton of the man is three million years old.

Your Turn

Role-play the conversation with a partner. Take your partner around the museum. Try to use different items from the ones in the conversation.



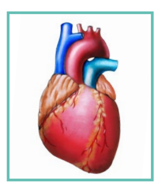
8 Reading 

Before Reading

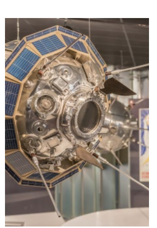
What kinds of things do you see in museums?

Museum of Science

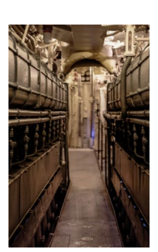
The museum has a lot of things from the world of science and technology. See over 800 exhibits and over 2,000 interactive units.



- Walk through the six-meter model of a human heart.



- See the first spacecraft to go around the moon!



- Go inside a German submarine from World War II, 1944.

Special Attractions

Now Open!
LEONARDO DA VINCI exhibit
Discover the inventions of the famous painter—a man truly before his time!



Omnimax 3-D Theater

Greece
See the film, and take a journey back in time to the birthplace of Western civilization.



After Reading

Complete the sentences.

1. The museum has things from the world of ____________.
2. The six-meter model is of a ____________.
3. The inventions are by ____________.
4. The film is about ____________.

Discussion

1. Are there museums in your town?
2. What's the most famous museum in your country? What is in it?
3. What's your favorite museum? What section?



9 Writing

A. What is a museum you know? What are your favorite objects in the museum? Write notes in the chart. Describe the age, size, or where the objects are from. You can use words like: ***old, new, modern, big, small, nice, strange,*** or ***interesting***.

Museum: ____________________	
Object	**Description**

Writing Corner

1. Use the indefinite article *a* or *an* to introduce a singular noun for the first time.
   The museum has **a** dinosaur skeleton.
2. Use the definite article *the* to talk about a noun for the second time.
   The dinosaur skeleton is enormous.
3. Add *s* to most plural nouns. Do not use the article *a* or *an* with plural nouns.
   The museum has many fossil**s**.
4. Use the definite article *the* to talk about plural nouns for the second time.
   The fossils are about 200 million years old.

B. Read the text. What objects are in the museum? What words describe the objects? Underline the guide's instructions.

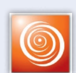
Welcome to the National Museum. My name's Hameed. I'm your guide. This exhibit is interesting. Follow me. This is a meteorite. The meteorite is from a crater in the desert. Please, don't touch it. These are dinosaur skeletons. They're big. This skeleton is strange. It isn't a fish. It's a dinosaur from the sea. That's an enormous skeleton of an elephant. The skeleton is about 12 million years old. Please, don't take photographs.

C. Be a museum guide. Write about your favorite objects in a museum. Use your notes from the chart in **A** and ideas from this unit. Describe the objects and give instructions to the visitors.

10 Project



Make a brochure for a museum and label the objects in it. Use drawings or photos from the Internet or magazines.

11 Form, Meaning and Function 

The Definite Article: *the*

The definite article *the* comes before singular and plural nouns.

the student **the** students

Use *the* for specific objects or people that were introduced before or that are known.
Do not use *the* with plural nouns when talking in general.



He is a tourist. **The** tourist is in New York.
Where are **the** students? They're at **the** art museum.

Teachers work at schools.

Use *the* for objects that are one of a kind.

the Earth	**the** sun	**the** moon
the stars	**the** sky	**the** sea

Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states, and monuments.

the Red Sea	**the** Amazon	**the** Eiffel Tower	**the** National Museum
the Arabian Desert	**the** Alps	**the** United States	**the** Pacific Ocean

Do not use *the* with proper names, possessive adjectives, months, days of the week, meals, games, sports, or with the words *home, school, work, business*, and *vacation* when used for their purpose.

Fahd is my brother. He is in Dubai on business. Let's play tennis after lunch.

A. Write the definite article ***the*** where necessary.

1. ___________ Riyadh is ___________ capital of ___________ Saudi Arabia.
2. Look in ___________ sky! You can see ___________ moon and ___________ stars.
3. What is ___________ population of ___________ Saudi Arabia?
4. ___________ Pyramids are in ___________ Egypt. ___________ Nile is in ___________ Egypt, too.
5. ___________ Spanish is ___________ official language of ___________ Mexico.

B. Write the article ***a***, ***an***, or ***the*** where necessary.

1. That is ___________ airplane. ___________ airplane is in ___________ sky.
2. We play ___________ football in ___________ park on ___________ Saturdays.
3. This is ___________ my father. He is at ___________ work. He is ___________ teacher.
4. ___________ exhibits at ___________ National Museum are very interesting.
5. Look at ___________ picture on ___________ page 22. ___________ people are at ___________ museum.

4 Around the World



1 Listen and Discuss 

What place is in the photo?
Who are the people in the pictures?

This is Dan Ramirez in Times Square, with people from all around the world.

Hello. Are you a tourist?

No, I'm not. I'm here on business.

And where are you from?

I'm from Shanghai, China.

Here are John and Paul. So you're English. Are you from London?

No, we aren't.

Actually, we're from Liverpool.

Welcome to New York City.



Country	Nationality	Capital
Brazil	Brazil**ian**	Brasilia
Canada	Canad**ian**	Ottawa
Egypt	Egypt**ian**	Cairo
Jordan	Jordan**ian**	Amman
Russia	Russ**ian**	Moscow
Syria	Syr**ian**	Damascus
England	Engl**ish**	London
Spain	Span**ish**	Madrid
Mexico	Mexic**an**	Mexico City
United States	Americ**an**	Washington, D.C.
Venezuela	Venezuel**an**	Caracas
Saudi Arabia	Saud**i**	Riyadh
Oman	Oman**i**	Muscat
China	Chin**ese**	Beijing
France	French	Paris
Others:		

Quick Check ☑

A. Vocabulary. What country and nationality names do you use often? Circle them. Add any others to the chart.

B. Comprehension. Answer ***yes*** or ***no***.

1. _______ Dan is in New York.
2. _______ Tom isn't Australian.
3. _______ The English tourists aren't from London.
4. _______ The man from China is on vacation.

2 Pair Work 

A. Ask and answer.

1. Is Dan from New York?
   Yes, he is. / No, he isn't.
2. Where is Tom from?
   He's from Australia.
3. What's his nationality?
   He's Chinese.

B. Ask and answer about yourself.

1. Where are you from?
2. What's your nationality?
3. What's the capital of your country?

3 Grammar



Verb: *be*



isn't = is not, aren't = are not

Negative (–)

I'm	**not**	from the U.S.	(am not)
You	**aren't**		(are not)
He / She / It	**isn't**		(is not)

We / You / They	**aren't**	from the U.S.

Questions (?)

Are	you	from Saudi Arabia?
Is	he / she / it	
Are	we / they	

Short Answers (+)

Yes,	I	**am.**
	he / she / it	**is.**
	we / they	**are.**

Short Answers (–)

No,	I'm	**not.**
	he / she / it	**isn't.**
	we / they	**aren't.**

Question Word: *Where*

Where	are	you/they	from?
	is	he/she/it	

Prepositions: *from, in, on*

Sally is **from** England.
Rome is **in** Italy.

Mr. Omar is here **on** business.
Pat is **on** vacation.

A. Complete the conversations. Then practice with a partner.

1. A: ______ they Russian?
B: No, they ______.
A: What ______ their nationality?
B: They ______ Polish.

2. A: ______ are you from?
B: We ______ from Mexico.
A: ______ you on vacation?
B: Yes, we ______.

3. A: ______ your friend Japanese?
B: No, he ______.
A: Where ______ he from?
B: He ______ from Vietnam.

4. A: ______ ______ from Jordan?
B: Yes, I am.
A: ______ it hot there?
B: Yes, it ______.

B. Agree or disagree with the following information.

The official language in Brazil is Spanish. *No, it isn't. It's Portuguese.*

1. The capital of China is Beijing. ______________
2. The capital of Korea is Manila. ______________
3. Manchester and Liverpool are in Spain. ______________
4. The official languages in Canada are English and French. ______________
5. The primary language in Mexico is Spanish. ______________



4 Pronunciation 

FYI

With telephone numbers and addresses, we often say "oh" for zero.

With email addresses:
- @ = at
- . = dot
- _ = underscore

A. Listen and repeat.

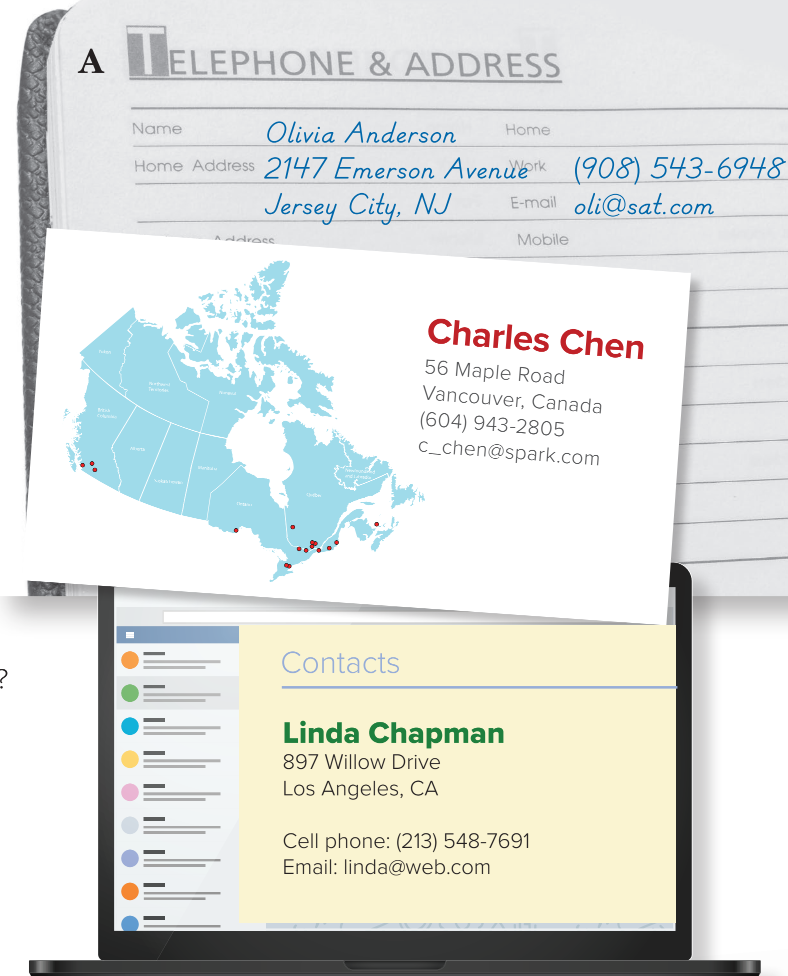
Telephone Numbers	Emails	Addresses
754-9730	bwilson@web.com	297 Birch Street
603-861-5278	lia_byrd@spark.com	1560 Riverside Avenue

B. Work with a partner. Ask and answer. Use your own information and the information on the right.

1. **A:** What's your telephone number?
   B: It's *474-6893*.
   A: What's the area code?
   B: It's *305*.
   A: What's the country code?
   B: It's *1*.

2. **A:** What's your address?
   B: It's *219 King Street*.
   A: What's your email address?
   B: It's *mike_jones@worldnet.com*.

3. **A:** What's his/her telephone number?
   B: It's ________________.
   A: What's his/her address?
   B: It's ________________.



International Telephone Codes

Country	Country Code
Australia	61
China	86
Egypt	20
Germany	49
India	91
Mexico	52
Saudi Arabia	966
Spain	34
U.S.A.	1

5 Listening 

Listen. Mark the correct answer.

1. **a.** (212)
   b. (202)
2. **a.** 60 Green Street
   b. 16 Green Street
3. **a.** (781) 342-7568
   b. (718) 342-7568
4. **a.** nat@star.com
   b. ned@star.com
5. **a.** 80 Park Lane
   b. 18 Park Lane
6. **a.** country code 13
   b. country code 30



6 Conversation

Real Talk

Excuse me. = an expression to get someone's attention
How about you? = a way to ask someone the same question

Excuse me. Is this the Airport Shuttle stop?

Yes. It is.

Thank you.

Here's our bus.

AIRPORT SHUTTLE

Where are you from?

I'm from Saudi Arabia. How about you?

I'm from Egypt.

Are you on vacation?

Yes. How about you?

I'm a student here. My name is Mahmoud.

My name is Hussain.

Your Ending

1. This is my stop. Bye.
2. Here's my email and cell number.
3. Nice to meet you. Enjoy your visit.

About the Conversation

1. Where is Mahmoud from?
2. Is he a student?
3. Is Hussain on business?
4. What's his nationality?

Your Turn

Role-play conversations like the one above. Use different countries.

7 About You



1. Where are you from?
2. What's your nationality?
3. What's your first language?
4. What's your address / email address?
5. What's your telephone number?
6. What countries are your friends from?



8 Reading



Before Reading

Look at the pictures and the map.
What do you think the reading is about?



The Land of the Midnight Sun



My name is Hannun, and I'm from Lapland. Lapland is a region in Finland near the Arctic Circle. It's very cold, and from December to January, it's dark most of the time. I live here with my family and my reindeer.



The main city of Lapland is Rovaniemi. It's a famous town in the north of Finland. In the Arctic, people see beautiful skies. The darkest time of the year is on December 21st. There is no sunlight from October.
The sun comes out again on March 21st. The Arctic has light all day for the whole summer. This is called the midnight sun.

After Reading

Complete the chart.

Name of person	
Region	
Country	
Famous town	



9 Writing

A. Read the information in the **Writing Corner** with your teacher. Then, work with a partner to ask and answer the questions with the information given.

1. What is your name?	My name is ______(your name)______ .
2. What is your home address?	My address is 25674 Pine Street.
3. What is your telephone number?	My telephone number is (321) 867-4950.
4. What is your cell phone number?	My cell phone number is 797-300-4953.
5. What is your email address?	My email address is a.friend@mail.sa.

Writing Corner

1. Street names begin with a capital letter.
   His address is 194 **T**ower **R**oad.
2. Put the area code for a telephone number in parentheses. Put a dash after three numbers. Say each number one at a time. For the number *0*, we say *zero* or *oh*.
   (555) 920-1433 Say: five, five, five, nine, two, oh, one, four, three, three.
3. Email addresses usually don't have capital letters. After the name, we say *at* and write the symbol @. After the server we say *dot* and write a period.
   myname@server.com Say: my name at server dot com.
   b.smith@mail.ca Say: B dot Smith at mail dot C A.

B. Complete the student information form with your information. Make two more information forms. Ask two classmates questions and complete the forms with their information.

Check that the information is correct. Repeat the information to your classmate or ask: "Can you repeat that, please?"

Student Information	
Name:	____________________
Address:	____________________
Telephone:	____________________
Cell phone:	____________________
Email:	____________________



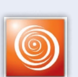
C. Make a new student information form for your teacher with: your name, home address, telephone number, cell phone number, and email address. Your teacher can make a class directory.

10 Project



In a group, make a poster with the following information about your country: capital, population, language(s), main cities, and places of interest.



11 Form, Meaning and Function 

Requests and Offers: *Can / Will*

Use *can* or *will* for requests.

Request	Agree	Refuse
Will you help me?	Sure.	Sorry. I'm busy.
Will you be my partner?	Of course.	Sorry. I can't.
Can you open the window?	OK.	
Can you give me a pencil?	No problem.	

Use *can* or *will* for offers.

Offer	Accept	Refuse
I **can** help you.	Thank you.	No thanks.
I **will** be your partner.	All right.	No, that's all right.
I **will** open the window.	OK.	No, that's OK.
I **can** give you a pencil.	Thanks.	

Be polite. Say ***please, thank you***, and ***you're welcome***.

A. Write polite requests with ***can*** and ***will***.

Help me.
Can you help me, please? / Will you help me, please?

1. Give me your email address.
____
2. Write your telephone number.
____
3. Tell me the country code for Saudi Arabia.
____
4. Spell your name.
____
5. Repeat that.
____

B. Practice the requests and offers with a partner. Your partner agrees, accepts, or refuses. Then change roles. Remember to be polite.

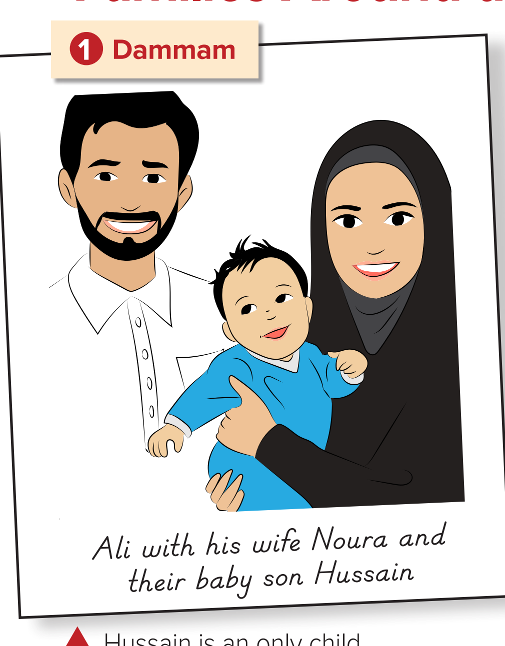


1 Listen and Discuss 

1. Do people in your country usually have big or small families?
2. Which family in the pictures is most like yours?
3. Where are the cities? Mark them on the map. Mark your city/town, too.

Families Around the Kingdom of Saudi Arabia

1 Dammam

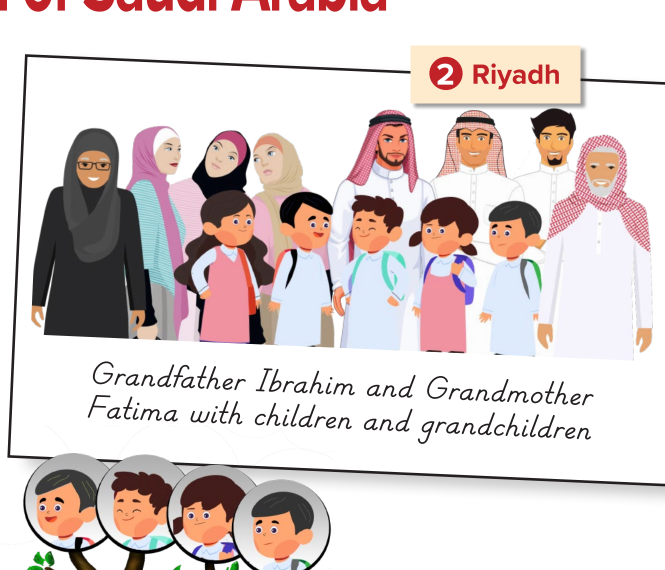


Ali with his wife Noura and their baby son Hussain

▲ Hussain is an only child.

▶ Grandfather Ibrahim has a big family, with many uncles, aunts, and cousins.

2 Riyadh



Grandfather Ibrahim and Grandmother Fatima with children and grandchildren

3 Jeddah



Hameed with his wife Sabah and their children

◀ Hameed and Sabah are the parents of three children—Majid, Mariam, and Badria.

4 Abha

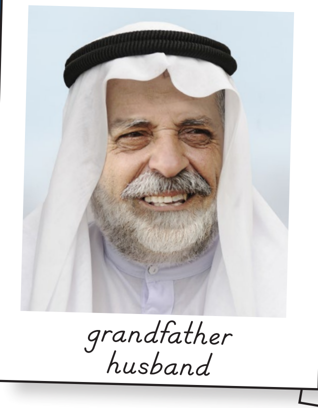


Omar with his wife Refaa and their teenage son Faisal

▲ Faisal doesn't have any brothers and sisters.



And this is Ahmed's family.





▲ Adel and Asma are Ahmed's grandparents. Adel is Asma's husband. Asma is Adel's wife.







▲ Hameed is Ahmed's uncle. Mona is Ahmed's aunt. Hameed is Adel and Asma's son. Hameed and Mona are married.





▲ Ali and Farah are Hameed and Mona's son and daughter. They are Ahmed's cousins.

Quick Check ☑

A. Vocabulary. Answer with words for family members.

1. Who's your uncle's wife?
2. Who's your mother's father?
3. Who's your father's brother?
4. Who's your aunt's daughter?

B. Comprehension. Answer the questions about Ahmed's family.

1. How many children does Hameed have?
2. Who is Adel's wife?
3. How many brothers does Farah have?
4. Who is Mona's husband?

2 Pair Work



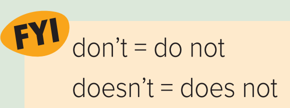
Ask and **answer** about yourself.

1. Do you have any brothers and sisters?
   Yes, I have one brother and two sisters.
   OR
   No, I don't. / No. I'm an only child.
2. What are the names of your family members?
   My brother's name is ______.
   OR
   My brothers' names are ______.



3 Grammar

Verb: *have*



Affirmative (+)

I You	**have**	
He/She	**has**	a sister.
We You They	**have**	

Negative (–)

I You	**don't**		
He/She	**doesn't**	**have**	a sister.
We You They	**don't**		

Questions (?)

Do	you/we/they	**have**	a sister?
Does	he/she		

Short Answers (+)

Yes,	I/we/they	**do**.
	he/she	**does.**

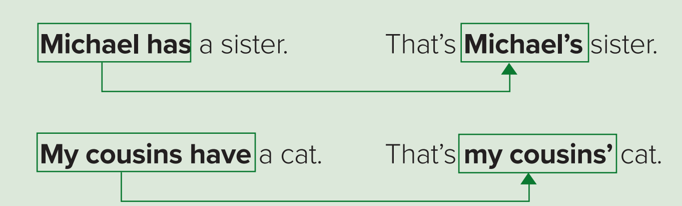
Short Answers (–)

No,	I/we/they	**don't**.
	he/she	**doesn't.**

Quantity Expressions: *any, a lot of/lots of*

Q: Do you have **any** brothers and sisters? **A:** No, I don't have **any** brothers and sisters.
Q: Do you have **any** cousins? **A:** Yes, I have **a lot of (lots of)** cousins.

Possessives: *'s*



Question Words: *How many, Who*

Q: How many cousins do you have? **A:** I have a lot of cousins.
Q: Who are these children? **A:** They're my cousins.



A. Complete the sentences with possessives ending in ***'s*** or ***s'***. Use the underlined words.

Brian has a sister. She is *Brian's* sister.

1. My brother has a cat. That's my __________ cat.
2. The girls have a brother. That's the __________ brother.
3. Mrs. Smith has a daughter. That's __________ baby.
4. My grandfather has a sister. She is my __________ sister.
5. The boys have an uncle. That is the __________ uncle.

B. Ask questions for exercise **A**.

Does Brian have a sister?



C. Ask your classmates about their families. Write their names.

Find someone who...	Name
1. has only one brother	
2. has two brothers	
3. is an only child	
4. comes from a big family	

D. Complete the conversation. Use ***do, don't, have,*** or ***has***.

Maha: Do you _______ any brothers and sisters?
Fatima: No, I _______. I come from a small family. I'm an only child. How about you?
Maha: I come from a big family. I _______ two brothers and three sisters. My father _______ three sisters, and my mother _______ three brothers and a sister.
Fatima: _______ you have many cousins?
Maha: Oh, yeah. Lots.



E. Role-play the conversation in exercise **D** with a partner.

4 Listening 

Listen. Complete the chart about Sarah's family.

How many?	She has...
brothers	
sisters	
uncles	
aunts	
cousins	

5 Pronunciation 

Listen to the pronunciation of ***Do you...?***
Notice how the words are pronounced together quickly. Then practice.

Do you have a brother? **Do you** have any cousins?



رابط الدرس الرقمي
www.ien.edu.sa

6 Conversation



Sabah: Tell me about your family.

Badria: Well, I come from a big family. I have four sisters, no brothers.

Sabah: Five girls in your family! Wow! Are any of your sisters married?

Badria: Yes, one is married, and the others are all single. I've got a little nephew and a little niece.

Sabah: So, you're an aunt.

Badria: Yeah. I'm an aunt! How about you?

Sabah: I'm an only child, but I have lots of cousins.

Badria: Do you miss having a brother or sister?

Sabah: Not really. I have the house all to myself!

About the Conversation

1. How many brothers and sisters does Badria have?
2. How many are not married?
3. Is Badria an aunt?
4. How about Sabah?
5. Does she miss having a brother or sister?

Your Turn

Bring a photo of a family or draw an imaginary family. Describe the family members to a partner or a group.

This is _______.

His/Her name is _______.

He/She is _______ years old.

Real Talk

I've got = I have
Not really. = No. Not very much.

7 About You



1. Do you have a big or small family?
2. How many brothers and sisters do you have?
3. How many uncles and aunts do you have?
4. How many cousins do you have?
5. How old are your brothers and sisters?
6. Who is your favorite uncle/aunt/cousin?
7. Do you have any nephews and nieces?



8 Reading





Before Reading

- What makes a good family?
- What are the things that every family needs?

Family Values and Society



Saudi Arabia has many assets. To build a good future, we have a vision for the country. This vision has three themes. One of these themes is a good society. Families are very important in society. They protect society and they care for the children. A very important part of our country is Islamic values. Islam helps families stay together. Saudi Arabia provides families with support for their children. It assists parents with their children's education. Families care for their children and for the future of the country.

Every family wants a home. Saudi Arabia also helps its families to buy homes and feel safe.

* *Adapted from the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.*



After Reading

1. What do families do for their children?
2. What things and services does Saudi Arabia give to families?
3. Find words in the text that mean the same as:

1. benefits/advantages	
2. dream/aim	
3. topics	
4. defend	
5. gives	
6. help (2 words) 1 noun, 1 verb	

Discussion

- Why is family important?
- What do you do, to be a good member of your family?



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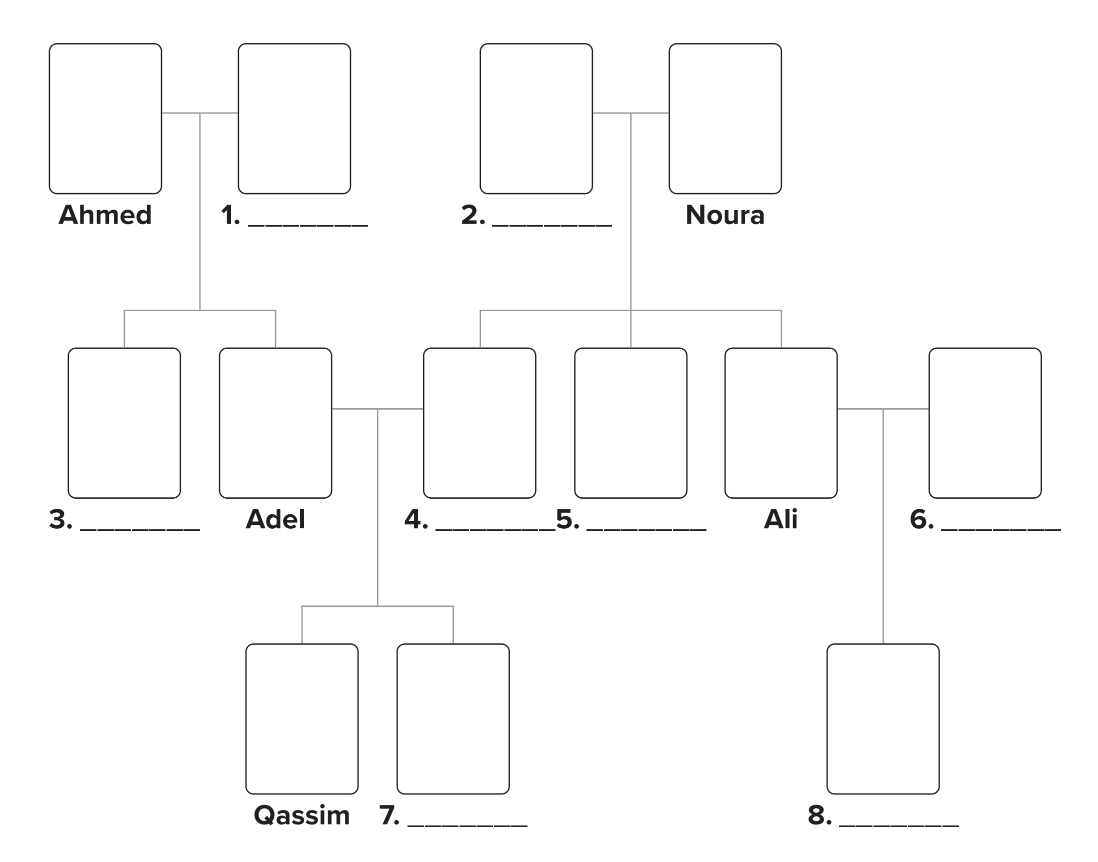
9 Project

Write about the Saudi royal family.

10 Writing 

A. Read the text and write the names in the family tree. Draw faces for the people.

This is Qassim's family. His parents' names are Adel and Sahar. He has one sister. Her name's Amina. His father's parents are Ahmed and Farah. They have two children: Adel and Majida. Aunt Majida isn't married. Qassim's other grandparents are Hameed and Noura. Their children's names are Sahar, Fahd, and Ali. Uncle Ali is married. His wife's name is Maha. They have one child. He's Qassim's cousin, Faisal.



Writing Corner

1. Use an apostrophe + *s* (**'s**) to show possession after names and singular nouns and an apostrophe (**'**) for regular plural nouns.
   - This is Ahmed**'s** book.
   - My brothers**'** names are Fahd and Ali.
2. Use an apostrophe (**'**) for contractions.
   - He**'s** my brother.
   - I don**'**t have a sister.
   - We**'**re cousins.
   - He doesn**'**t have a brother.

B. Create an imaginary family tree. Give names to the family members. Write a paragraph about the family.

11 Form, Meaning and Function 

Regular and Irregular Plural Nouns

Regular Plural Nouns

To make a noun plural, add -*s* at the end of the word.

book	book**s**	bike	bike**s**

For nouns that end in *s, ss, sh, ch*, and *x*, add -*es*.
Some nouns that end in *o* also have -*es* in plural.

box	box**es**	glass	glass**es**	match	match**es**
bus	bus**es**	dish	dish**es**	tomato	tomato**es**

FYI radio radio**s**

For nouns that end in a consonant and *y*, change the -*y* to -*ies*.

baby	bab**ies**	family	famil**ies**	city	cit**ies**

But when the noun ends in a vowel and *y*, add -*s*.

boy	boy**s**	day	day**s**	key	key**s**

Some nouns that end in *f* or *fe*, change to -*ves* in the plural.

knife	kni**ves**	half	hal**ves**	leaf	lea**ves**



Irregular Plural Nouns

man	**men**	child	**children**	woman	**women**
foot	**feet**	tooth	**teeth**	person	**people**

A. Look at the families on page 34. Write the plural of the word in parentheses.

1. Hameed and Omar are ____________ (man). They are ____________ (husband).
2. Sabah and Refaa are ____________ (woman). They are ____________ (wife).
3. Hameed and Sabah are ____________ (parent). They have two ____________ (daughter) and one son. They have three ____________ (child). Their family has five ____________ (person).
4. Faisal is an only child. He doesn't have any ____________ (brother) and ____________ (sister).
5. The two ____________ (family) live in different ____________ (city).

B. Write the plural.

1. that man ___*those men*___
2. this tooth ____________
3. this key ____________
4. that house ____________
5. this watch ____________
6. that address ____________
7. that tree ____________
8. this shelf ____________
9. that country ____________
10. this camera ____________

EXPANSION Units 1–5

1 Language Review 

A. Write the words in the correct columns.

modern	rabbit	meteor	cat	enormous
painting	skeleton	parrot	famous	mouse
turtle	hot	fossil	dinosaur	big

Museum Items	Pets/Animals	Words to Describe
		modern

B. Complete the questions. Use ***What***, ***When***, ***Where***, ***Who***, or ***How***. Then write answers. Use your own information.

1. ___________ is your nationality? I ______________________________.

2. ___________ are your friends from? My friends ______________________________.

3. ___________ old is your partner? He/She ______________________________.

4. ___________ is your best friend? His/Her name ______________________________.

5. ___________ is your friend's email? My friend's email ______________________________.

6. ___________ is this in your backpack? It ______________________________.

7. ___________ is your pet's name? My ______________________________.

8. ___________ is going on a trip? We ______________________________.

C. Circle the correct response for each question or statement.

	Question/Statement	Response
1.	How's it going?	Not bad. / I'm going home.
2.	See you tomorrow.	Goodbye. / How are you?
3.	Good evening, Mrs. White.	Good night. / Good evening.
4.	Thank you.	Take care. / You're welcome.
5.	Is this your first time here?	No, it's my last. / Yes, it is.

D. Complete the conversation between a tour guide and a family of tourists.

A: ________ you Omar?

B: Yes, ________ ________.

A: I'm Frank Lawson. I'm your guide.

B: Nice ________ ________ you, Frank. This ________ my family. Those ________ my children over there.

A: What ________ their names?

B: The boy's name is Adel, and the girl's ________ ________ Mona.

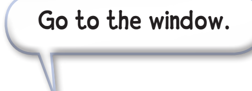
A: ________ ________ are they?

B: Adel is five, and Mona is eight.

A: Nice family!

B: Thank you.

E. Work in groups of three. Write down six commands. Give the commands to another group. They follow the commands.



F. Guess what it is.

1. Give some items to your teacher. Example: pencil, pen, keys, hairbrush, cell phone, etc. Your teacher puts the items into a bag or backpack.
2. One student puts on a blindfold. The student chooses an item, feels it, and says what it is.
3. The class says if the student is right or wrong.

Is it a calculator?

Yes, it is. No, it isn't.

2 Reading 

Before Reading

Look at the photos. What do you know about the Dominican Republic?

Read the ad, and complete the questionnaire. Then complete the form.





Win a Free Trip to the Caribbean!

This is a special contest from Caribbean Cruises. Mark all the correct answers, and win a free trip on one of our ships! You can win a trip from Miami to the Dominican Republic.

1. The capital of the Dominican Republic is
______ Santiago.
______ Santo Domingo.
______ San Juan.

2. ______ Football | ______ Baseball | ______ Surfing | is the national sport.

3. ______ English | ______ French | ______ Spanish | is the official language.

4. The Dominican Republic is located on the island of
______ Puerto Rico.
______ Jamaica.
______ Hispaniola.

5. The principal industry is
______ coconuts.
______ tourism.
______ pineapples.



Complete this form and send it to:

Win-a-Trip Contest
P.O. Box 247
Miami, FL 33156

We choose one entry at random, and that is the winner.

Name ______________________________

Address ______________________________

Age ______________________________

Telephone ______________________________

Email ______________________________

Answers: 1. Santo Domingo 2. Baseball 3. Spanish 4. Hispaniola 5. tourism

After Reading

Answer ***yes*** or ***no***.

1. ________ The prize for the winner is a free trip.

2. ________ Caribbean Cruises is an airline.

3. ________ The contest is about essay writing.

4. ________ You need to complete your personal information.

3 Writing 

A. Complete the paragraph about the Dominican Republic.
Use the information on the contest form to help you.

The Dominican Republic ____________ on the island of Hispaniola. Also on the island is Haiti. The island is in the ____________ Sea. The ____________ of the Dominican Republic is Santo Domingo, and ____________ is the official language. The beaches at Punta Cana and Puerto Plata ____________ famous. The country is a favorite destination for ____________.

B. Write about your country.
Use the questions to help you write.

1. Where is your country? What countries is it near?

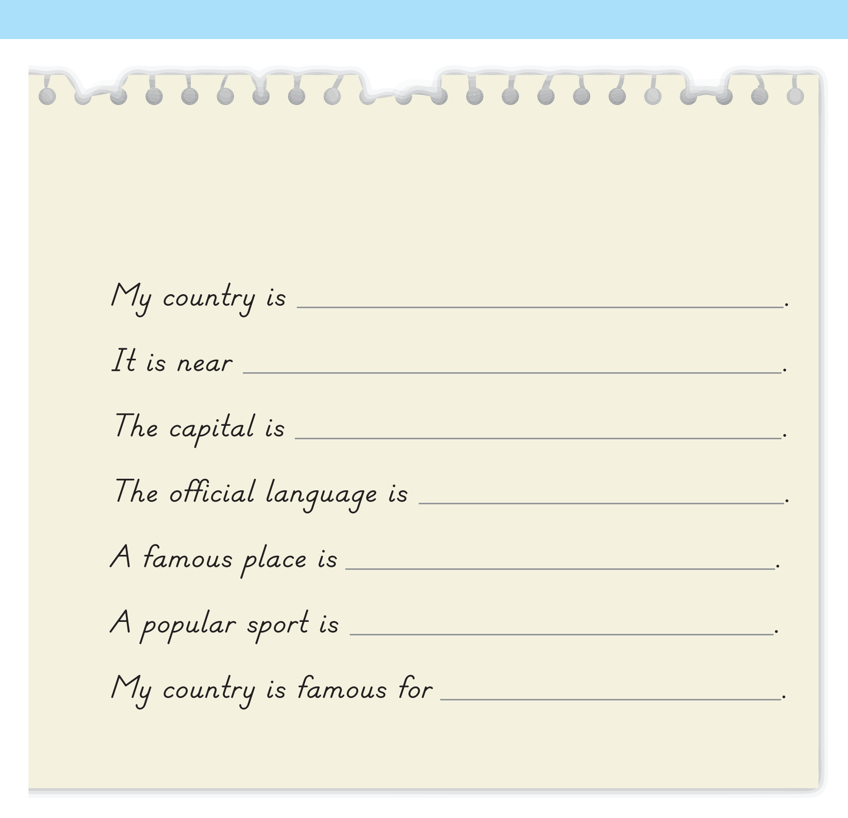
2. What is the capital of your country?

3. What is the official language(s)?

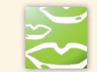
4. What is a famous place in your country?

5. What sports are popular in your country?

6. What is the principal industry?





4 Chant Along 

Orders, Orders Everywhere





Chorus
Orders, orders,
All around.
Give me a break–
Leave me alone.
Do this, do that,
And what for?
I'm not a kid
Anymore.

Get up, get up,
Say hello,
Brush your teeth,
It's time to go.
Hurry, hurry,
You'll be late.
The bus is here–
It can't wait.

Chorus

Please come in
And close the door.
Put your backpacks
On the floor.
Stop your talking.
Open your books.
Find a partner.
Work in groups.

Chorus

Make your bed,
Clean your room,
Sweep the floor,
Use the broom.
What's that noise?
Stop it now.
Do your homework.
Get off the phone.

Chorus





Vocabulary

A. Match the two parts of the sentences.

1.	Please ______	**a.**	a partner.
2.	Get off ______	**b.**	the door.
3.	Work with ______	**c.**	come in.
4.	Close ______	**d.**	to sweep.
5.	Use the broom ______	**e.**	the phone.

B. Write four orders or commands for each situation.

Before School	Classroom	After School
1. ______________	**1.** ______________	**1.** ______________
2. ______________	**2.** ______________	**2.** ______________
3. ______________	**3.** ______________	**3.** ______________
4. ______________	**4.** ______________	**4.** ______________

Comprehension

Answer ***yes*** or ***no***.

1. ______ The chanter is happy.
2. ______ The chanter is a child.
3. ______ The bus isn't late.
4. ______ The chanter is a student.
5. ______ The chanter's transportation is a bike.
6. ______ The chanter likes orders.

Writing

Write two orders that you don't like at home and two that you don't like in class. Compare with a partner.

At Home	In Class
1. ______________	**1.** ______________
2. ______________	**2.** ______________

5 Project 



Work in a group. Prepare a set of school rules that students would like.

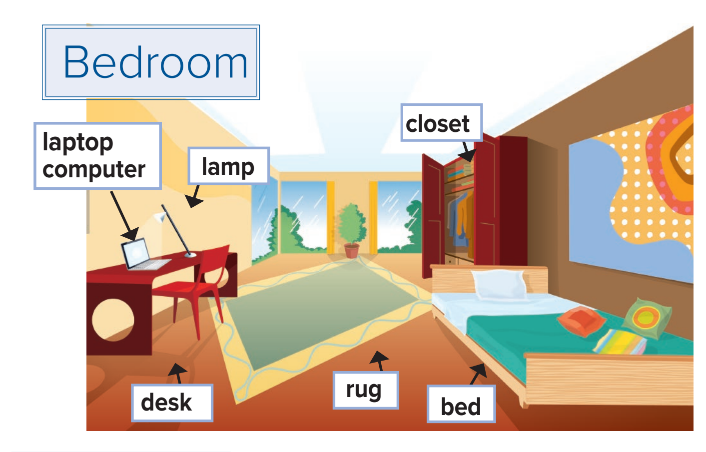
Don't give homework.
Cell phones are OK.

6 Is There a View?

1 Listen and Discuss 

Look at the rooms in this house. What is the same in your home? What is different?

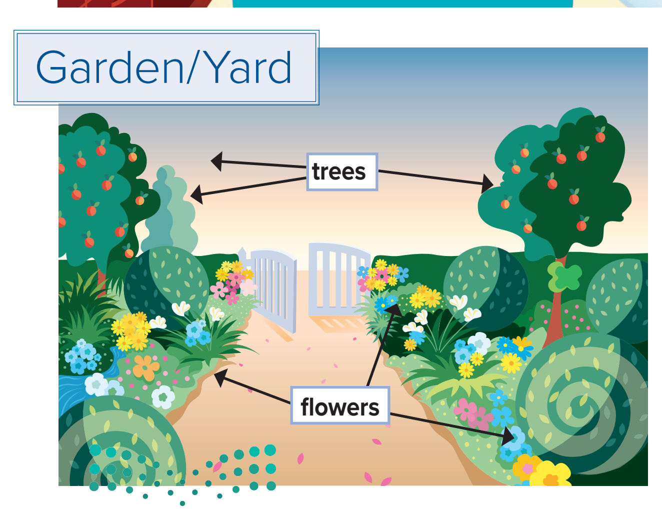
Bedroom



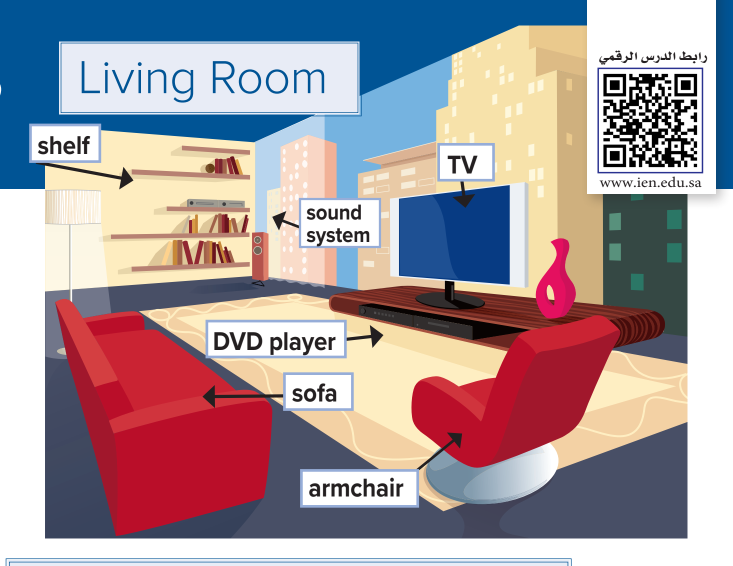
Bathroom



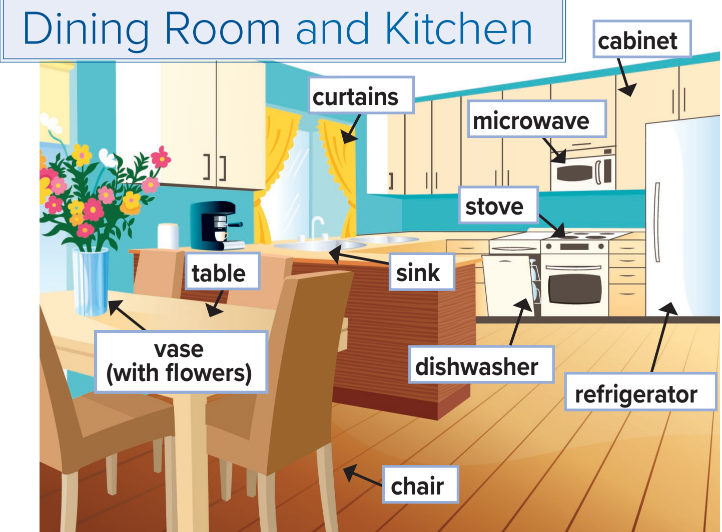
Garden/Yard



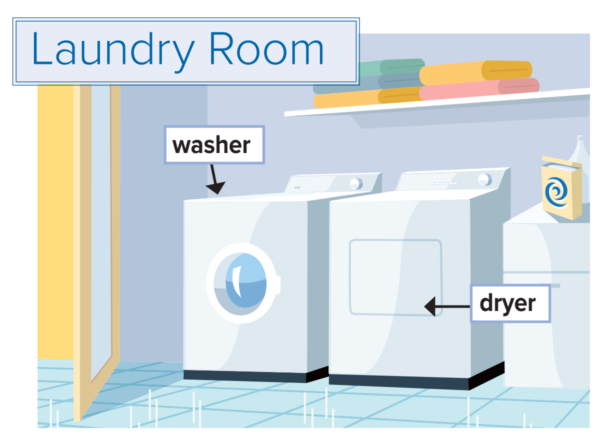
Living Room



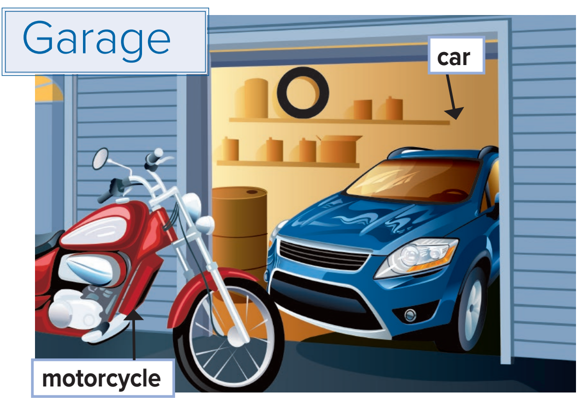
Dining Room and Kitchen



Laundry Room



Garage







Jim's house is nice and big. It has three bedrooms and two bathrooms upstairs. Downstairs there's a living room, a dining room, and a kitchen. There's a pretty garden in front of the house. Behind the house, there are trees.

Omar's apartment is small, but it's very nice and comfortable. It has one bedroom and one bathroom. There's a comfortable living room, and there's a modern kitchen. There isn't a yard. But the apartment has a balcony with a beautiful view.

Quick Check ✓

A. Vocabulary. Circle the things you have in your house.

B. Comprehension. Answer ***yes*** or ***no*** about the house on page 48.

1. ______ There's a rug in the bedroom.
2. ______ There isn't a dishwasher in the kitchen.
3. ______ There are trees in the yard.
4. ______ There aren't any flowers in the dining room.
5. ______ There is a motorcycle in the garage.

2 Pair Work 

A. **Ask** and **answer** about the rooms in the pictures.

- Is there a TV in the bedroom?
- No, there isn't.

- Are there curtains in the kitchen?
- Yes, there are.

B. **Ask** and **answer** about Jim's and Omar's homes.

- Is there a garden in front of Jim's house?
- Yes, there is.

C. **Ask** and **answer** about your home.

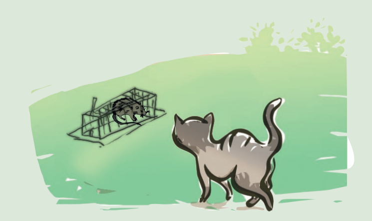
- What's in your bedroom?
- There's a bed, a desk, and a closet.

3 Grammar 

There is / There are

Singular		**Plural**	
Affirmative (+) **There is** (or **There's**) a table in the kitchen.		**There are** four people at the table.	
Negative (–) **There isn't** a bathroom downstairs.		**There aren't** trees in front of the house.	
Questions (?)		*Short Answers (+)*	*Short Answers (–)*
Is there a table in the kitchen?		Yes, **there is.**	No, **there isn't.**
Are there flowers on the table?		Yes, **there are.**	No, **there aren't.**

Prepositions: *in, in front of, behind, on, under*



The mouse is **in** the box.



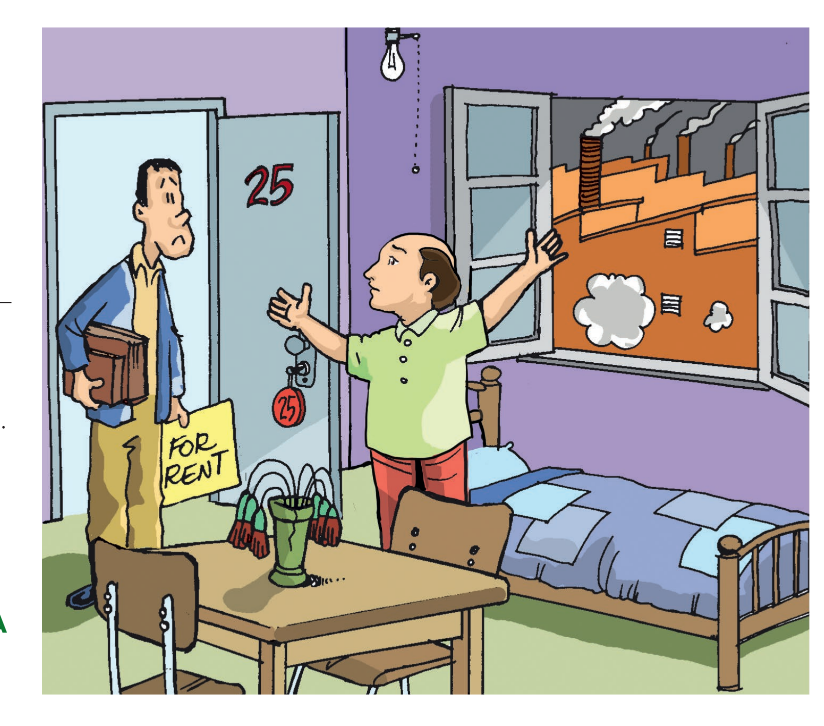
The mouse is **in front of** the cat.
The cat is **behind** the mouse.



The cat is **on** the balcony.
The mouse is **under** the balcony.

A. Complete the conversation.
Use ***there is / there are*** or ***there isn't / there aren't***.

A: This room is great. ________ ________ a nice bed.
B: Is there a sofa?
A: No, ________ ________. But ________ ________ chairs and a table.
B: Is there a bathroom?
A: Yes, ________ ________ . It's upstairs.
B: Is there a TV?
A: No, ________ ________ . This is a room for a student.



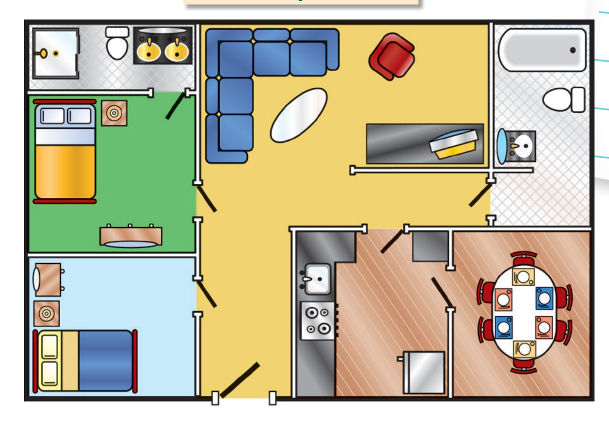
B. Role-play the conversation in exercise **A** with a partner.



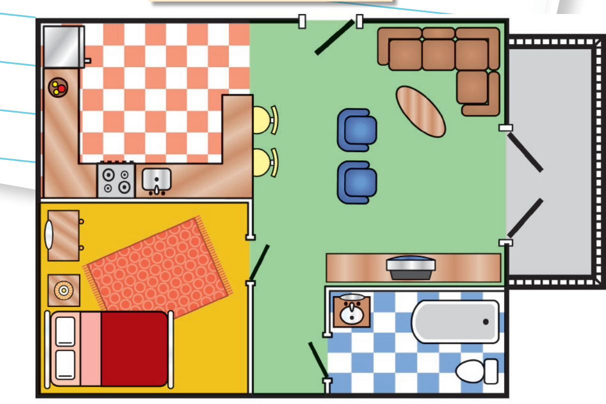
Adel's apartment has two bathrooms.
Ali's apartment has one bathroom.
There is a living room in Adel's apartment.
There is a living room in Ali's apartment, too.

C. Compare Ali's and Adel's apartments.
Share your sentences with a partner.

Adel's apartment

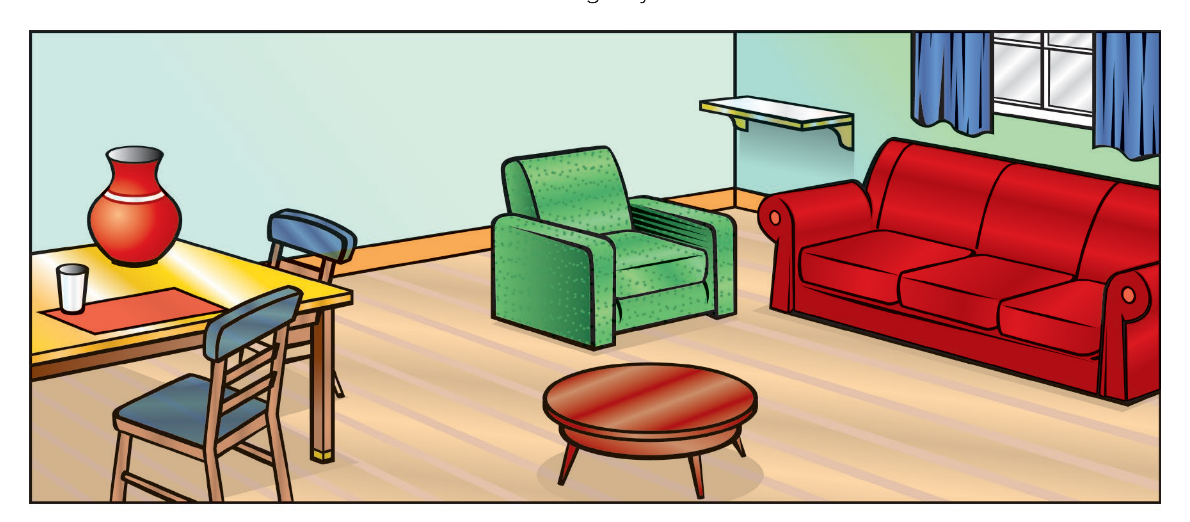






4 Listening 

Listen. Draw or write the names of the missing objects in the room.



5 Pronunciation 

Listen to the rising intonation. Then practice.

Is there a garage? Are there flowers? Is there a microwave?
Are there curtains? Is there a cat on the sofa? Are there pictures on the wall?





6 Conversation





John: What's your home like?

Tom: It isn't big. There are only two bedrooms: one for my parents, and one for my brother and me.

John: And what's your favorite room?

Tom: The bedroom. It has my computer. How about you?

John: My favorite room is the living room.

Tom: Why?

Your Ending



1. Because it has a huge high-definition TV.



2. Because there's a nice view.



3. Because there's a great sound system.

About the Conversation

1. How many bedrooms are there in Tom's house?
2. Who shares the bedroom with Tom?
3. What's Tom's favorite room? Why?
4. What's John's favorite room?

Your Turn

A. Tell a partner about your home.

It's ________.

It has ________.

There is / are ________.

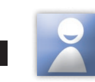
B. Discuss your favorite room.

My favorite room is ________.

There is / are ________.

It has ________.

7 About You



1. What's in your bedroom?
2. What's under your bed?



8 Reading 

Before Reading

What's unusual about these two houses?

Unusual Houses

Some people have very unusual houses.



Cave house
Granada, Spain



Houseboat
Amsterdam, Netherlands

Cave Houses

There are many cave homes in southern Spain. However, the homes are made by people and are not natural formations. These houses date back to the eighth century. The area near Granada is very hot in summer and cold in winter. But the temperature in the cave homes is about 19 to 20 degrees Celsius all year round. The houses have electricity and running water, and they are dry and comfortable. Some cave houses are very large and have ten rooms or more. The houses are usually very quiet, too.

Houseboats

There are over 10,000 houseboats in the Netherlands. Many are on Amsterdam's canals. These are old barges that are now homes. Lots of artists and young people like to live on the houseboats. Also, Amsterdam is very crowded, and there are not enough houses for everyone, especially in the city center. So houseboats offer people the chance to live right in the city. Houseboats in Amsterdam have one thing in common: they all look different.

After Reading

1. Are the cave houses cold or hot?
2. Do they have modern facilities?
3. How big are the cave houses?
4. How many houseboats are there in the Netherlands?
5. Who likes to live on houseboats?

Discussion

Are there any unusual houses in your town or country? What are they like?



9 Writing

A. Complete the chart with notes that describe your home. What things are in each room? What words describe the rooms? What is your favorite room? Why?

Room	Description
Kitchen	
Living Room	
Bedroom(s)	
Bathroom	
Other:	
Other:	

Writing Corner

1. Use *and* to connect words and ideas that are similar. Use commas for a list.
   The kitchen is big **and** modern. There's a closet, a bed, **and** a desk in my room.
2. Use *but* to connect opposite ideas. Put a comma before but when there is a subject.
   My room is small **but** comfortable. My room isn't very big, **but** it's comfortable.
3. The place (where) goes at the end or the beginning of a sentence. When it is at the beginning, put a comma after the phrase.
   There are pretty flowers **in the garden**. **In the garden,** there are pretty flowers

B. Read the text. Circle the adjectives that describe the home or the things in it.

Our home is a modern apartment in the city. It's on the seventh floor. The apartment isn't big, but it's very comfortable. It has two bedrooms, a bathroom, a kitchen, and a living room. There isn't a dining room, but the kitchen has a table and chairs. My favorite room is the living room. It has large windows and a balcony. There are some pretty flowers on the balcony. The best thing is that there's a great view of the city!



C. Describe your home. Use your notes from the chart in exercise **A** and ideas from this unit.

10 Project 

Tell the class about your dream house. Find pictures on the Internet or in magazines. Make a poster.



11 Form, Meaning and Function 

Coordinating Conjunctions: *and, but, or*

Conjunctions connect words and ideas in a sentence.
Use *and* to connect words and ideas that are similar.

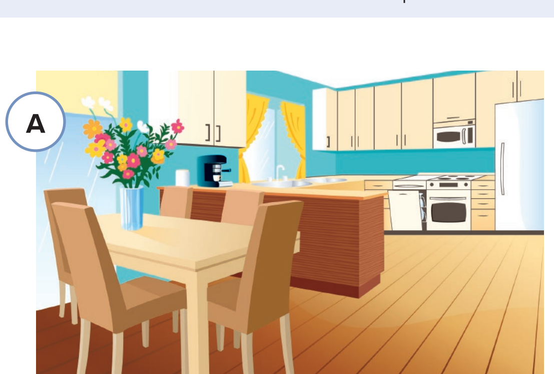
There is a sofa, an armchair, **and** a table in the living room.
We read **and** write in class.

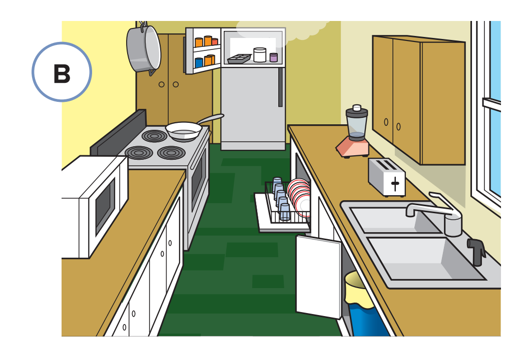
Use *but* to connect contrasting ideas.

I can speak English, **but** I can't speak French.
There are flowers in the garden, **but** there aren't any trees.

Use *or* when there is a choice.

You can sit on the sofa **or** the armchair.
You can write the word **or** draw a picture.

A 

B 

A. Write sentences with ***and*** to describe the kitchen in picture A.

1. *There is* ______________________
2. ______________________
3. ______________________

B. Write sentences with ***but*** to describe how picture B is different from picture A.

There is a microwave, but it isn't above the stove.

1. ______________________
2. ______________________
3. ______________________

C. Work with a partner. Student A: choose a kitchen. Student B: ask questions with ***or*** to find out which kitchen it is. Change roles.

A: Is there a microwave above the stove, or is it on the counter?
B: It's on the counter.
A: It's picture B!



7 Where Do You Live?







1 Listen and Discuss



1. What is the name of your neighborhood?
2. How is this neighborhood the same or different from yours?



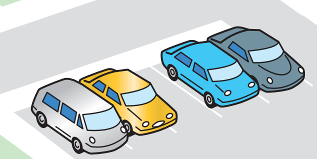
I'm new to the neighborhood. I live in this apartment building. Where do you live?

I live here too, on the third floor. This neighborhood is great! It has everything!

So, is there a convenience store near here?

Of course. Go to the corner and turn left. Then go straight ahead.







Quick Check ✔

A. Vocabulary. Name the place.

1. _______ a place to eat
2. _______ a place to take a walk
3. _______ a place with many stores
4. _______ a place to exercise
5. _______ a place to buy a book

B. Comprehension. Answer ***yes*** or ***no***.

1. ____ Gino's restaurant is on Maple Avenue.
2. ____ Andy's Bookstore is between the bank and the pharmacy.
3. ____ The health club is near the park.
4. ____ The supermarket is near the subway station.

2 Pair Work

Ask and **answer**.

1. Where do you live?
   I live on Park Street.
2. Are there any restaurants near here?
   Yes. There's a restaurant on Maple Avenue.



3 Grammar 

Verb: *live* + Preposition

Where do you live? I **live in** Jeddah. *(city)*
I **live on** the third floor. *(building)*
I **live on** First Avenue. *(street)*

Prepositions of Place: *across from, between, next to, on, near, far from*



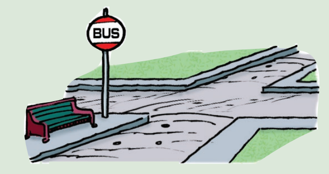
The park is **across from** the school.



The bank is **between** the post office and the restaurant.



The pharmacy is **next to** the bookstore.



The bus stop is **on** the corner.



The museum is **near** the hotel.



The airport is **far from** town.

Imperatives for Directions



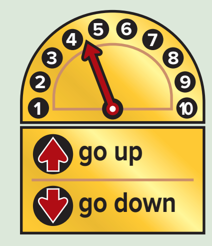
Turn left.



Turn right.



Go straight.



Go up. **Go down.**

A. Match the questions with the answers.

1. _____ Is there a restaurant in the mall?
2. _____ Is the airport far from the city?
3. _____ Where's the convenience store?
4. _____ Is the bank open on Friday?
5. _____ Where do you live?
6. _____ Is the post office next to the park?

a. My apartment's on the second floor.
b. No. It's between the bank and the health club.
c. No, it isn't. It's closed.
d. Yes, there is. It's across from the bookstore.
e. No, it isn't. It's near the city.
f. It's on the corner of Dade and Main Streets.



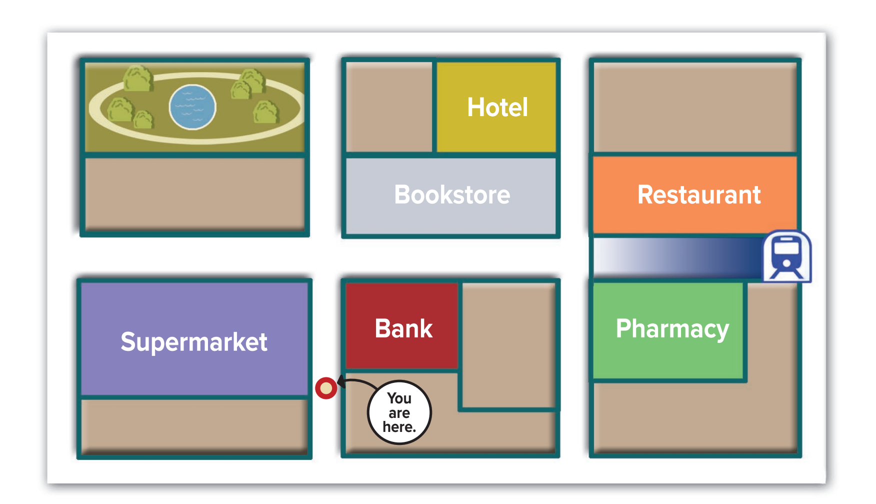


B. Look at the picture. Complete the sentences with the correct prepositions.

1. There's a pharmacy _______ the bookstore.
2. The bank is _______ the supermarket.
3. The police officer is _______ the bank.
4. There's a bookstore _______ the supermarket and the pharmacy.
5. The Spanish restaurant is _______ the bank.
6. There's an English school _______ the corner. It's _______ the second floor.

4 Listening 

Listen. Write the names of the places on the map.



5 Pronunciation 

Listen to the stress on the different syllables. Then practice.

First Syllable	Second Syllable	Third Syllable
airport	a**part**ment	uni**ver**sity
restaurant	mu**se**um	conver**sa**tion



6 Conversation

Real Talk

You can't miss it. = You are sure to see it.
Trust me. = Believe me.

Tom: Excuse me. How do I get to Bedford Park?
John: Take the number 20 bus. There's a bus stop over there. Get off at Dixie's Pharmacy. The park is on the next block. You can't miss it.
Tom: Is it far from here?
John: No, it's about 15 minutes away.
Luis: No, no. Take the F line on the subway, and get off at 52nd Street Station. The park is right across from the station. Trust me. I live in that neighborhood.
Tom: Thanks a lot.
Luis: You're welcome.

About the Conversation

1. Where is Tom going?
2. What's the bus number to Bedford Park?
3. How far away is it?
4. What's the subway line to Bedford Park?
5. Does Luis take the bus or the subway to get to Bedford Park?

Your Turn

Tell a partner how to get to your home from the center of town.

7 About You 

1. Where do you live?
2. What's your neighborhood like?
3. What places are there in your neighborhood?



8 Reading 

Before Reading

Look at the pictures. What do you know about the two neighborhoods in the article—Brooklyn and Coyoacan?

Famous Neighborhoods



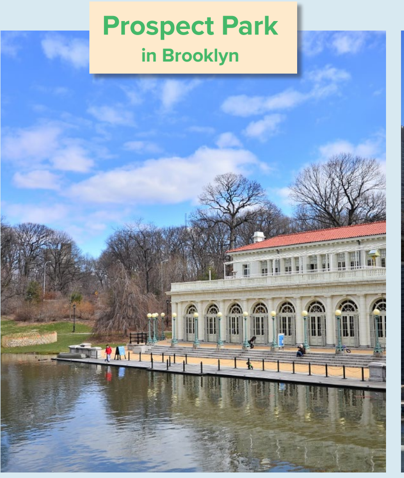
The Blue House
Frida Kahlo's house

Plaza Hidalgo in Coyoacan

My name is Francisco, and I live in Coyoacan. Coyoacan is a historic neighborhood of Mexico City. It has a busy cultural life. There are theaters, art galleries, and museums. Coyoacan has beautiful squares and houses. The house of the famous Mexican painter Frida Kahlo is here. It's called the Blue House. It's now a museum. There is also the Plaza Shopping Center, an Olympic pool, a gym, and a beautiful park. There are many restaurants and eating places with foods from all over the world. You can have great Mexican food, too.



My name is John. I'm from Brooklyn, New York. Brooklyn is a great place to live. There are so many different cultures and traditions here. Everything is near. Manhattan is only ten minutes away by subway. And there is the famous Brooklyn Bridge. Prospect Park has playgrounds, two lakes, and an ice-skating rink. We have a museum and a botanical garden. We also have restaurants with foods from all over the world—and the best pizzerias anywhere! I love it here.



Prospect Park
in Brooklyn



Brooklyn Bridge

After Reading

A. Mark the things the article says that both neighborhoods have.

____ museum ____ park ____ bridge ____ pizzeria ____ restaurants ____ lake

B. Work with a partner. Compare your neighborhood with the ones in the Reading.



9 Writing

A. Read the postcard from a pen pal. Circle the places that are similar in your neighborhood.

Dear Khalid,
I live in a historic neighborhood. It has traditional buildings, but they have modern conveniences. We have stores, cafés, and restaurants. There's a supermarket, a bank, a pharmacy, a post office, and schools. My high school isn't far from my house. Near my neighborhood, there's a famous palace. It has beautiful gardens, a lake, and an old bridge. There's a bus, but we walk everywhere. My neighborhood is nice. It has friendly people.
Tell me about your neighborhood.
Your friend,
Robert

Writing Corner

1. Use personal pronouns in place of nouns or people.

I live in a nice neighborhood. **It** has friendly people.	(It = neighborhood)
The houses aren't modern. **They** are traditional.	(They = houses)
My neighbors are nice people. **They** are friendly.	(They = my neighbors)
My neighbors and I are friendly. **We** always say "hello."	(We = my neighbors and I)

B. Find the personal pronouns in the postcard. What noun does each one replace?

C. Write a postcard to a pen pal. Tell him or her about your neighborhood.

10 Project

Make a brochure for your neighborhood. List stores, restaurants, services, parks, etc.



11 Form, Meaning and Function 

Comparative and Superlative Forms of Adjectives



The Comparative

Use adjective + *-er* or *more* + adjective to make the comparative.

The hotel is **tall**. The hotel is **taller** than the office buildings.
The subway is **convenient**. The subway is **more convenient** than the bus.

Note: The comparative is often used with *than*.

The Superlative

Use *the* + adjective + *-est* or *the most* + adjective to make the superlative.

The hotel is **the tallest** building in the city. It is also **the most modern**.
The subway is **the fastest** transport in the city. It is also **the most convenient**.

Formation

Use *-er* or *-est* for one-syllable adjectives and adjectives that end in *y;* for example, bus**y**–bus**ier**–bus**iest**.
Use *more* or *most* for longer adjectives.

Spelling Rules:

Most adjectives: old–old**er**–old**est**
Adjectives ending in *e*: nice–nic**er**–nic**est**
Adjectives ending in *y*: easy–eas**ier**–eas**iest**
Adjectives ending in one vowel followed by one consonant: big–big**ger**–big**gest**, hot–hot**ter**–hot**test.**

Some adjectives have irregular comparative and superlative forms.
good–better–the best **bad–worse–the worst**

A. Complete the sentences with the comparative or superlative forms of the adjectives in parentheses. Use *the* before superlatives.

1. Gino's Restaurant has __________________ (good) pizza in town.
2. I think that the pizza at Roma's is __________________ (good) than Gino's.
3. The bookstore is __________________ (popular) than the library.
4. Summer is __________________ (hot) and __________________ (dry) time of the year.
5. Don't eat there. That restaurant has __________________ (bad) food in town.
6. My room is __________________ (quiet) room in the house. I can't hear any noise.
7. The supermarket is much __________________ (big) than the convenience store.
8. The park is __________________ (beautiful) in the spring than in the winter.

B. Work with a partner. Disagree with the following statements.

A: The health club is older than the school. (new)
B: No, it isn't. It's newer.



1. The Amazon is longer than the Nile. (short)
2. Buses are faster than trains. (slow)
3. The city is quieter than the town. (noisy)
4. China is bigger than Canada. (small)
5. Roma's pizza is better than Gino's. (bad)
6. Cities are cleaner than towns. (dirty)

8 What Are You Doing?

1 Listen and Discuss

1. Are there telephone helpline services in your country?
2. What services do they offer?



1. Ken is watching TV.
2. Ryan is surfing the Internet and drinking coffee.
3. Matt is talking on his cell phone.
4. Frank and Jason are eating sandwiches.
5. Mike and Daren are reading magazines.
6. George and Peter are looking at maps.
7. Henry is writing an email to a customer.
8. Pedro is speaking to a customer.
9. Jamal is working online.
10. Colin and Brian are chatting.

FYI

A helpline or hot line is a telephone line for people to ask questions and to find out or talk about something.

HELPLINE Helping People

6

9

7

8

10

Quick Check

A. Vocabulary. Name things in the office/café.

B. Comprehension. Answer ***yes*** or ***no***.

1. ____ Matt is talking on the phone.
2. ____ Mike and Daren are talking to customers.
3. ____ Frank and Jason are having coffee.
4. ____ Henry is writing an email to a customer.
5. ____ Ryan is working.

2 Pair Work 

A. **Ask** and **answer** about the people at the office.

What is Ryan doing?

He's drinking a cup of coffee.

What are Frank and Jason doing?

They're eating sandwiches.

B. You are having a break at the café. Role-play a phone conversation with a friend. Talk about the people at the helpline office.

3 Grammar 

Present Progressive Tense

Use the present progressive for actions that are happening at the present moment.

Affirmative (+)

I**'m**	studying now.	(I + **am**)
You**'re**		(you + **are**)
He**'s**		(he + **is**)
She**'s**		(she + **is**)
We**'re**		(we + **are**)
They**'re**		(they + **are**)

Negative (–)

I**'m**	**not**	studying now.
You	**aren't**	
He She	**isn't**	
We They	**aren't**	

Questions (?)

Am	I	studying now?
Are	you	
Is	he she	
Are	we they	

Short Answers (+)

Yes,	I	**am.**
	you	**are.**
	he she	**is.**
	we they	**are.**

Short Answers (–)

No,	I**'m**	**not.**
	you	**aren't.**
	he she	**isn't.**
	we they	**aren't.**

Questions with *What* + Present Progressive

What	are	you	doing?
	is	he/she	
	are	you/they	

I	am	studying now.
He/She	is	
We/They	are	

A. Complete the conversations. You can use contractions.



1. A: _______ you studying now?

B: No, _______. I'm playing video games. _______ you studying?

A: Yes. I'm _______ for the English test.

2. A: _______ the children playing?

B: No, they _______. They _______ TV.

A: Are you watching TV, too?

B: No, I _______. It's a kids' film.

3. A: Who _______ Ali calling?

B: He _______ his brother.

A: _______ he coming here?

B: Yes, he _______.





B. Work with a partner. Ask and answer about the people.

A: What's Jake doing?
B: He's delivering mail.

1. Jake
2. Mr. Taylor
3. Ron
4. Robert
5. Greg, Sam
6. Toshiro
7. Carlos
8. Mr. Parker



4 Listening 

Jerry is talking to Tom on the phone. Complete the chart about Tom's family. Write what each person is doing these days.

Tom	*He's finishing high school.*
Father	
Mother	
Sister—Carol	
Brother—Frank	



5 Pronunciation 

Listen to the ***-ing*** ending. Then practice.

What are you do**ing**?	I'm wait**ing** for you.
What's he do**ing**?	He's chatt**ing** with a friend.
What are they do**ing**?	They're play**ing** in the garden.



6 Conversation 

Logan: Hi, Danny. This is Logan.
Danny: Hi, Logan. What's up?
Logan: I'm at the train station. I'm checking out the schedule.
Danny: Where are you going?
Logan: To visit my uncle. He lives in Seattle.
Danny: I like Seattle. It's my favorite city.
Logan: Well, let's go together.



Your Ending

What does Danny say?
1. I'm busy now. I'm helping my dad.
2. I can't. I have to study for a test.
3. Good idea! I'm packing right now.

Real Talk

What's up? = What's happening?
checking out = looking for information

About the Conversation

1. Where is Logan?
2. What's he doing?
3. Where is he planning to go?

Your Turn

Role-play the conversation with a partner. Change the destination and the ending.

7 About You 

1. What films are playing on TV this week?
2. What kinds of films are they?
3. Who are the actors?
4. What's your favorite kind of film?

comedy


science fiction


documentary


action



8 Reading

Before Reading

Look at the pictures. What place and activities do you think the article is talking about?





Teenagers' Favorite Place



In some countries, they are called "the mall generation." You walk into a shopping mall anywhere in the world, and what do you see? Teenagers are chatting, talking on cell phones, or sending text messages. They're eating snacks or drinking soda in the food court, shopping, or just hanging out. They are all wearing similar clothes.

Shopping malls are still teenagers' favorite place to meet friends and socialize. Malls have all the facilities teens want. There are lots of stores with the latest fashions, and all kinds of restaurants. Malls have several advantages as hangouts: they're safe, and they're comfortable in all kinds of weather.

After Reading

1. Why are teens called the "mall generation" in some countries?
2. Which mall activities are the same in your country?
3. What are some of the advantages of malls as a place to hang out?





9 Writing

A. Put the words in order to make sentences.

1. reading / in / living / is / a / Father / room / newspaper / the .
2. they / sandwiches / in / cafeteria / Are / the / eating ?
3. friend / email / he / writing / to / Is / an / his ?
4. She / mother / is / housework / her / the / helping / with .
5. playing / the / games / aren't / We / computer / on .
6. you / chatting / Who / with / are ?

Writing Corner

1. Use personal pronouns in place of a person or people.

My name is Hussain. **I** am doing my homework.	(I = Hussain/me)
Amal is a teacher. **She** is teaching her class.	(She = Amal)
My brother is a student. **He** is studying.	(He = my brother)
My friends are at the mall. **They** are shopping.	(They = my friends)
This is my friend. **We** are walking to school.	(We = my friend and I)

B. Read about Sabah's family. Work with a partner. Ask and answer questions about the members of her family. Use personal pronouns.

A: Where is Sabah? **B:** She's in her room.
A: What's she doing? **B:** She's doing her homework.

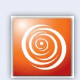
It is Saturday today. I'm in my room. I'm doing my homework. My parents are shopping at the supermarket. My grandfather is in the backyard. He's drinking coffee and reading a newspaper. I think that my brother, Ali, is in the park. He's riding his bike, or he's running. My baby brother is in the kitchen with my grandmother. He is playing with his toys, and she is cooking.

C. What do you think your family members and friends are doing now? Write a paragraph. Then, compare it with a partner.

10 Project



Choose a popular teen hangout in your town. Take some photos, find photos from the Internet or magazines, or draw pictures of the people there. Write what they are doing. Present a report to the class.

11 Form, Meaning and Function 

Would like

Use *would like* + noun for things that you want.

What **would** you **like**? I'**d like** a sandwich.
Would you **like** fries? No, I'**d like** a salad.
What **would** she **like**? She'**d like** coffee.

Use *would like to* + verb for activities that you want to do.

Would you **like to** watch TV? No, I'**d like to** read a magazine.

Use *would like* with question words: *what, when, where.*

What would she like to watch? She'd like to watch a comedy.
What would you like to do? I'd like to hang out at the mall.
Where would he like to go? He'd like to go to the mall.
When would you like to eat? I'd like to eat at 6 o'clock.



FYI I'd = I would

A. Complete the conversation with ***would like*** or ***would like to***. Use ***'d*** where possible.

Faisal: What (1) ____________ do today, Khalid?
Khalid: (2) ____________ hang out at the mall.
Faisal: OK. (3) ____________ check out the new electronics store.
Khalid: Sure. When (4) ____________ go?
Faisal: Well, (5) ____________ go at eleven o'clock.
Khalid: OK. (6) ____________ have lunch at the food court?
Faisal: Good idea! (7) ____________ a burger and fries.
Khalid: Hmm. I think that (8) ____________ pizza... and ice cream.
Faisal: Great! Let's go.



B. Work with a partner. Role-play a waiter and a customer at a café. Look at the pictures. Ask questions and order lunch with ***would like***. Change roles.

9 What Do You Do?





1 Listen and Discuss

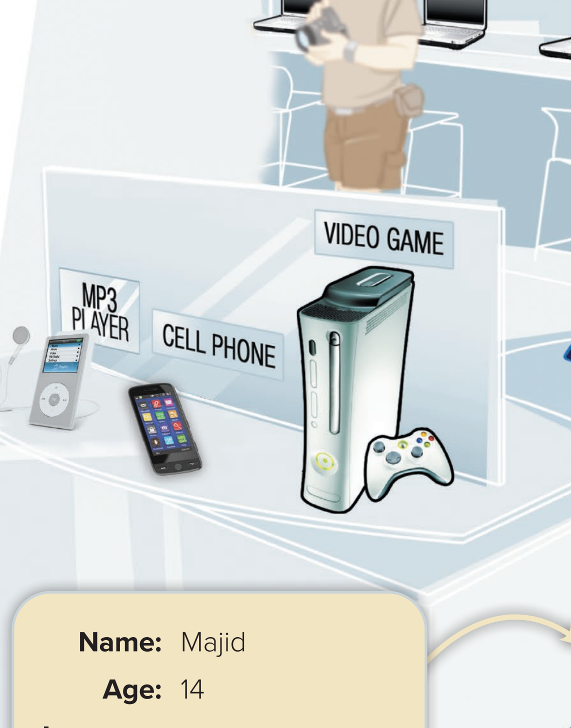


Look at the information about the boys.
What do they want to be?



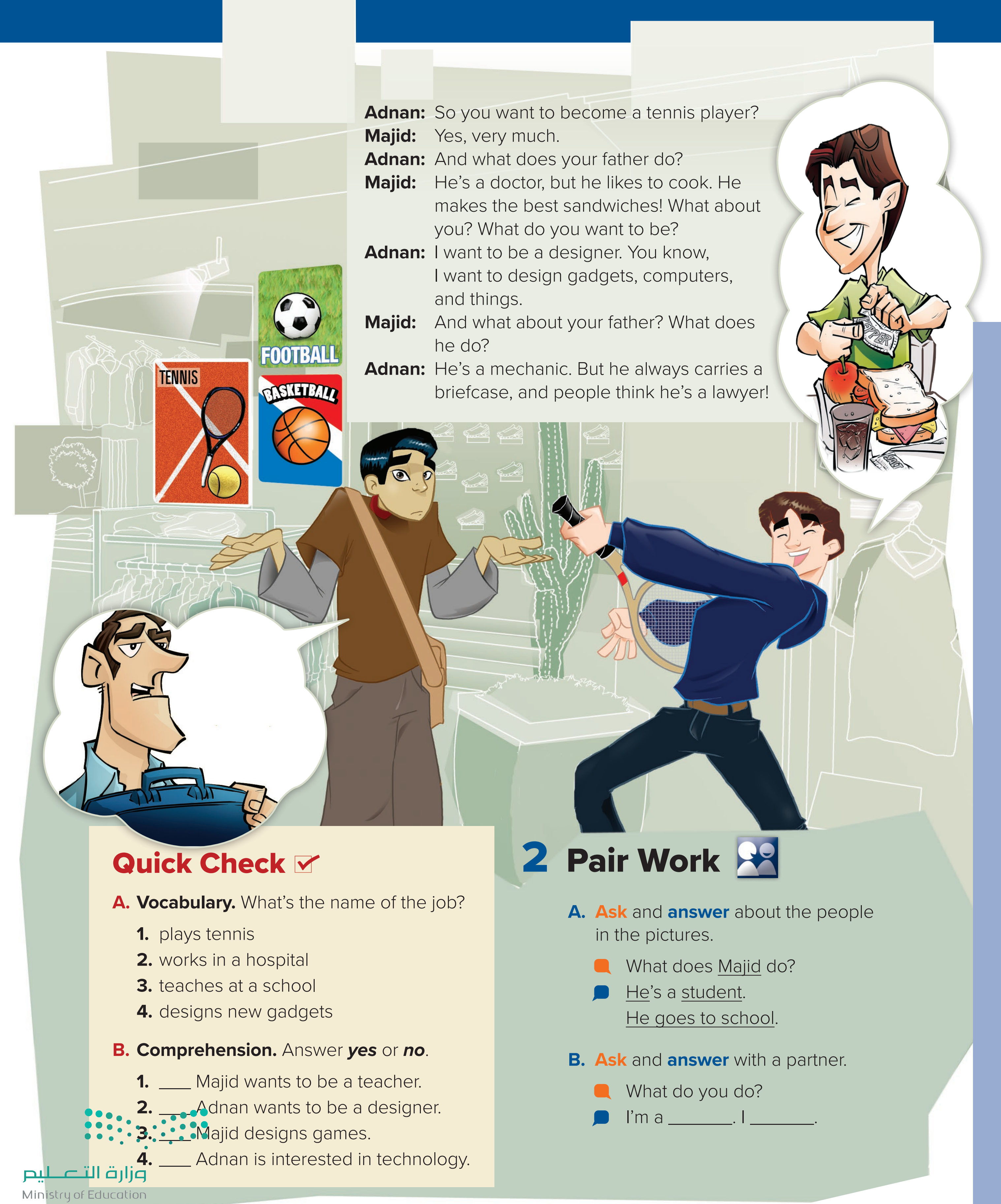
Name: Adnan
Age: 14
Interests: technology, gadgets, high-tech design

Adnan wants to become a high-tech designer.



Name: Majid
Age: 14
Interests: sports, video games, tennis

Majid wants to become a famous tennis player.



Adnan: So you want to become a tennis player?
Majid: Yes, very much.
Adnan: And what does your father do?
Majid: He's a doctor, but he likes to cook. He makes the best sandwiches! What about you? What do you want to be?
Adnan: I want to be a designer. You know, I want to design gadgets, computers, and things.
Majid: And what about your father? What does he do?
Adnan: He's a mechanic. But he always carries a briefcase, and people think he's a lawyer!

Quick Check ☑

A. Vocabulary. What's the name of the job?

1. plays tennis
2. works in a hospital
3. teaches at a school
4. designs new gadgets

B. Comprehension. Answer ***yes*** or ***no***.

1. ____ Majid wants to be a teacher.
2. ____ Adnan wants to be a designer.
3. ____ Majid designs games.
4. ____ Adnan is interested in technology.

2 Pair Work

A. Ask and **answer** about the people in the pictures.

What does Majid do?
He's a student.
He goes to school.

B. Ask and **answer** with a partner.

What do you do?
I'm a ________. I ________.

3 Grammar 

Simple Present Tense

Use the simple present tense for actions that happen all the time or usually occur.

Affirmative (+)

I You	work	
He She	work**s**	for an airline.
We They	work	

Third Person Endings

cook	–	cook**s**
write	–	write**s**
take	–	take**s**
make	–	make**s**
cut	–	cut**s**
play	–	play**s**



Questions with *What*

What do you do?
What do they do?

What does he do?
What does she do?

What do you want to be?
I want to be a doctor.



What do you do? usually means *What's your job?*

A. Complete the conversations. Then practice with a partner.

1. A: What _______ your uncle _______?
B: He's a bus driver.
A: What _______ your cousin do?
B: He's a salesperson. He works in a store. He _______ shoes.

2. A: What _______ you _______?
B: I'm a reporter. I _______ for a newspaper.
A: What _______ your friends _______?
B: They're football players. They _______ for a famous football team.

3. A: What _______ your father _______?
B: My father is a doctor. He _______ in a clinic.
A: How about your brother?
B: He _______ for a magazine.

4. A: What do you _______ _______ _______?
B: I want to be a teacher. What about you?
A: I _______ _______ _______ a chef and work in an elegant restaurant.





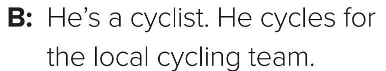
*FYI: For Your Information





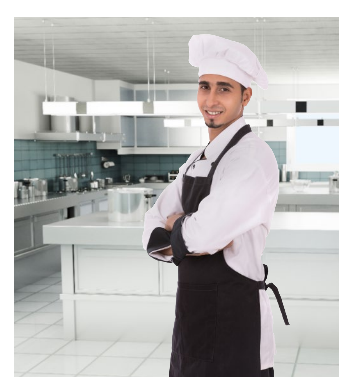


B. Work with a partner. Ask and answer.



A: What does Ali do?
B: He's a cyclist. He cycles for the local cycling team.


Ali

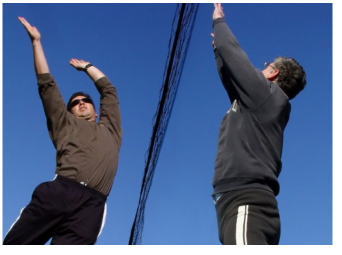

1 Hameed / chef / work / restaurant


2 Mike / waiter / work / restaurant


3 Ibrahim / cameraman / film / news


4 Mr. Smith / bus driver / drive / bus


5 Fahd / carpenter / make / furniture


6 Ahmed and Raymond / volleyball players / play / volleyball team

4 Listening 

Listen to each person talk about his job. Complete the chart.

Name	Job	Place of Work
1. Omar		
2. Lee		
3. David		
4. Robert		

5 Pronunciation 

Listen to the endings of the following verbs. Then practice.



/s/
Mr. Penn **writes** for a magazine.
Mr. Chang **works** in a bank.
Pierre **cooks** in a restaurant.

/z/
John **sells** cameras in a store.
My father **drives** a bus.
My brother **plays** volleyball.

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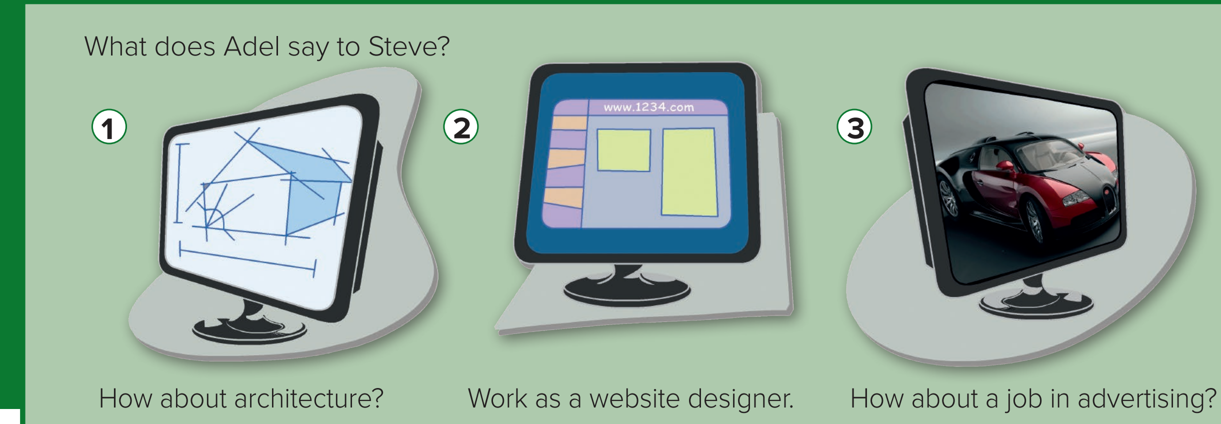
6 Conversation





Your Ending

What does Adel say to Steve?



1. How about architecture?
2. Work as a website designer.
3. How about a job in advertising?

About the Conversation

1. What do Adel and Steve do?
2. What does Adel want to be?
3. Is it a good job for him? Why? Why not?
4. What is Steve good at?

Your Turn

Ask your classmates what jobs their fathers or brothers do.

A: What does your brother/father do?

B: _______

7 About You



What do you want to be in the future? Discuss in a group. Say why.



8 Reading 

Before Reading

What do you think Omar Hamdan wants to be?

Follow Your *Dream*

Omar Hamdan lives in Tabuk. He is sixteen years old, and he's on the school football team. Omar is a very good player, and he's the team's top striker this season.

Omar wants to be a professional football player. The coach thinks he has potential. Omar is an Al-Watani fan, and his dream is to play for Al-Watani one day. This summer he is going to the Al-Watani Football School. There, boys learn the techniques of football and how to work as a team. They also have a chance to meet their favorite star players.

Omar is really excited. His parents support him, but they want him to go to a university. They say: "Football is OK, but you need to think about your future. Not many people become professional players who make a lot of money. And professional football players have a very short career." But Omar loves football, and he wants to follow his dream.

After Reading

1. Where does Omar live?
2. Who does he play for?
3. What kind of player is he?
4. What does he want to be?
5. Where is he going in the summer?
6. What do Omar's parents think of his plans?

Discussion

Do you agree or disagree with Omar's parents? Is a professional football player a good job? Is it easy to become a professional football player?



رابط الدرس الرقمي

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9 Writing



A. Read about Khalid's dream job. Answer the questions.

People always ask me, "What do you want to be when you grow up?" I tell them that I want to be a teacher. Then they ask me, "Why?" Well, my parents are teachers and they are very happy with their jobs. My father teaches math at a college, and my mother teaches at a primary school. But I want to be a science teacher at a high school. I'm really interested in chemistry and physics, and I like to do experiments. I like to help my younger brothers with their homework, so I think I can be a good teacher. When I explain things to them, they usually understand. A teacher's job is important because education is important. It's a difficult job sometimes, but it's rewarding when students learn from you.

1. What does "grow up" mean?
2. Why does Khalid want to be a teacher?
3. What does Khalid want to teach? Why?
4. Why do you think he says "it's a difficult job sometimes"?
5. What do you think "rewarding" means?

Writing Corner

1. Use *because* to explain why. Use *so* to explain a result.
   I want to be a pilot **because** I'm interested in planes.
   I'm interested in planes, **so** I want to be a pilot.
2. Use *and* to connect similar ideas. Use *but* to connect contrasting ideas.
   I really like chemistry **and** physics, **but** I don't like history.

B. Write notes about your dream job in the chart.

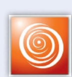
My dream job	
Why I like this job	1.
	2.
	3.
Why I think I can do this job	
One thing I don't like about it	

C. Write about your dream job. Use your notes from the chart and ideas from this unit.

10 Project



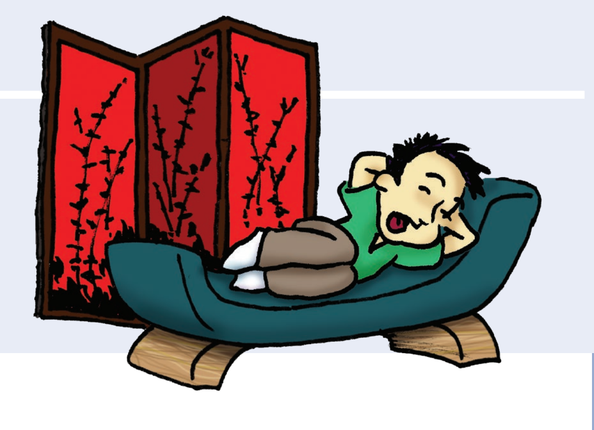
What do you think are good and bad jobs? Make a list and compare in a group. As a group, decide on the best and worst jobs.

11 Form, Meaning and Function 

Why / Because

We use the question word *why* to ask for a reason.
We use the conjunction *because* to answer questions with why.

Why is he taking a nap? **Because** he's tired.
Why do you want to stay home? **Because** it's cold and rainy.



Because / So

The conjunction *because* tells a reason—it tells why.
The conjunction *so* tells a consequence or a result.

He's taking a nap **because** he's tired.
He's tired, **so** he's taking a nap.

A. Write questions to match the answers. Use a job from the box.

architect	chef	doctor	flight attendant	mechanic	teacher

Why does he want to be an architect? ______ Because he likes to design houses.

1. ______ Because he's interested in cars.
2. ______ Because I like to travel and meet people.
3. ______ Because she likes to work with children.
4. ______ Because he likes to cook.
5. ______ Because I want to help sick people.

B. Complete the sentences with ***so*** or ***because***.

1. He's interested in computers, ______ he wants to design software.
2. We're studying ______ we have a test in history tomorrow.
3. He wants to be a carpenter ______ he likes to build houses.
4. He wants to be a lawyer, ______ he's studying law at university.
5. She wants to be a nurse ______ she wants to help sick people.
6. The car has a problem, ______ the mechanic is checking it out.
7. The children aren't going to school today ______ it's Saturday.
8. I like my neighborhood ______ it's quiet and the people are friendly.

C. Interview four classmates. Ask what job they want to do in the future and the reason why. Fill in the chart. Then tell the class about your classmates.

Badria wants to be a teacher because she likes to work with children.
Badria likes to work with children, so she wants to be a teacher.

Name	Job	Reason

10 What's School Like?



1 Listen and Discuss

Choose an adjective from the box to describe each school subject. Compare your choices in a group.

Adjectives: interesting fun boring difficult challenging easy

What's your favorite subject, Carl?

History. It's interesting. Do you like history?

No, I don't. There are too many names and dates.

Subjects

ENGLISH
SCIENCE
COMPUTER SCIENCE
HISTORY
HEALTH
PHYSICAL EDUCATION
GEOGRAPHY
MATH
ART

Who are your friends in school?

Well, there's Ben.

What does Ben look like?

He's tall and athletic. Wait, here's a picture of my school friends.

FYI We say PE for physical education.

Ben is the tall boy with blond hair and blue eyes. He's really active. He's on the school basketball team.

The thin boy with black hair is Saeed. He runs the library club.

The boy with short brown hair is Matt. He plays football. He's lots of fun.

The boy with glasses is Lee. He's an exchange student from China. He's nice and very smart.

Quick Check

A. Vocabulary. Match the words.

1. ____ active	**a.** difficult
2. ____ interesting	**b.** athletic
3. ____ smart	**c.** not boring
4. ____ hard	**d.** intelligent

B. Comprehension. Answer ***yes*** or ***no***.

1. ____ Carl's favorite subject is history.
2. ____ Ben plays on the volleyball team.
3. ____ Saeed runs the computer club.
4. ____ Matt has curly blond hair.
5. ____ Lee wears glasses.

2 Pair Work



A. **Ask** and **answer** about school subjects.

- Do you like math?
- Yes, I do. It's great.
- I think it's difficult.

B. **Ask** and **answer** about the classmates in the picture above.

- Does Matt have blond hair?
- No, he doesn't.
- Does he play football?
- Yes, he does.

C. Describe two classmates.
What do they look like? What are they like?

FYI

What does he/she look like? = *physical appearance*	He's/She's thin.
What's he/she like? = *personality*	He's/She's friendly.


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Ministry of Education
2022 - 1444



3 Grammar 

Simple Present Tense: Statements and Questions

Affirmative (+)

I You	speak	
He She	speak**s**	English.
We They	speak	

Negative (–)

I You	**don't**	
He She	**doesn't**	speak English.
We They	**don't**	

Questions (?)

Do	you we they	speak English.
Does	he she	

Short Answers (+)

Yes,	I we they	**do.**
	he she	**does.**

Short Answers (–)

No,	I we they	**don't.**
	he she	**doesn't.**



Some verbs that end in *y* change to *-ies*: study – stud**ies**
Verbs that end in *ch* and *sh*, add *-es*: teach – teach**es**, brush – brush**es**

Adjectives

In English, adjectives go before nouns or after the verb *be*.

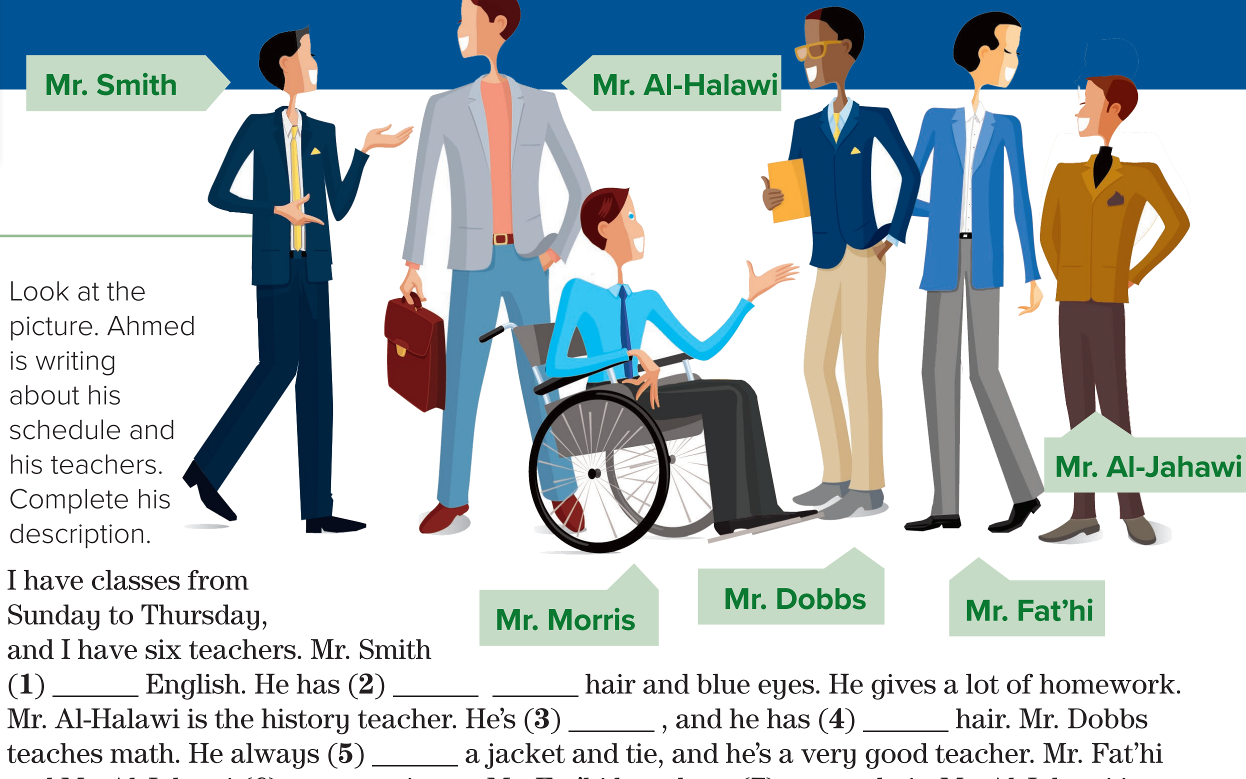
Uncle Peter has a **long** beard. History is **interesting**.

A. Answer the questions about Ahmed's schedule.

1. Does Ahmed take Spanish?
2. Does he have French on Sunday?
3. Does Mr. Dobbs teach history?
4. Do Mr. Fat'hi and Mr. Al-Jahawi teach science?
5. What subject does Ahmed have last on Tuesday?
6. What subject does he have three times a week?
7. What subjects does he have every day?
8. What does Mr. Al-Halawi teach?

		Sunday	Monday	Tuesday	Wednesday	Thursday
First Period	English Mr. Smith	✓	✓	✓	✓	✓
Second Period	History Mr. Al-Halawi		✓		✓	
Third Period	Math Mr. Dobbs	✓	✓	✓	✓	✓
Fourth Period	French Mr. Morris	✓		✓		✓
Fifth Period	Science Mr. Fat'hi, Mr. Al-Jahawi	✓	✓	✓	✓	✓





B. Look at the picture. Ahmed is writing about his schedule and his teachers. Complete his description.

I have classes from Sunday to Thursday, and I have six teachers. Mr. Smith (**1**) ______ English. He has (**2**) ______ ______ hair and blue eyes. He gives a lot of homework. Mr. Al-Halawi is the history teacher. He's (**3**) ______ , and he has (**4**) ______ hair. Mr. Dobbs teaches math. He always (**5**) ______ a jacket and tie, and he's a very good teacher. Mr. Fat'hi and Mr. Al-Jahawi (**6**) ______ science. Mr. Fat'hi has short (**7**) ______ hair. Mr. Al-Jahawi is short, and he has (**8**) ______ brown hair. They are very strict. French is my favorite subject, and Mr. Morris is our teacher. He has (**9**) ______ ______ hair and blue eyes, and he's a lot of fun. We (**10**) ______ French in class, and I send emails to my friends in Canada in French.

4 Listening 

You are meeting two visitors at the airport. You don't know what they look like. Listen to the descriptions. Answer ***yes*** or ***no***.

Ted

1. _______ Ted has black hair.
2. _______ Ted has long hair.
3. _______ Ted is tall.
4. _______ Ted is carrying a laptop.

Seth

1. _______ Seth has brown hair.
2. _______ Seth wears glasses.
3. _______ Seth is short.
4. _______ Seth always carries a camera.

5 Pronunciation 

Listen to the ***-es*** endings of the words. Then practice.

Mr. Robinson **teaches** geography.
Kerry **watches** TV every night.
The description **matches** the photo.
Fred **uses** the library all the time.

6 Conversation 

Hashim: What's your favorite subject?
Faris: I like science. I think it's cool. I love the experiments.
Hashim: I prefer history. It's fascinating. What are your teachers like this year?
Faris: They are all good, but the math teacher is my favorite. He explains things clearly and also makes math fun! How about you?
Hashim: I like Mr. Huston, the English teacher.







Your Ending

What does Hashim say about Mr. Huston?

1. His classes are interesting. He organizes great activities.
2. He speaks English in class. I learn a lot.
3. He doesn't give a lot of homework.

Real Talk

cool = great

About the Conversation

1. What's Faris's favorite subject? Why?
2. Does Hashim like history? Why?
3. Does Faris like the math teacher? Why?
4. Who is Hashim's favorite teacher?

Your Turn

Work in a group. Ask your classmates about their favorite subjects. Compare your answers with other groups.

A: What's your favorite subject?
B: ________
A: Why?
B: ________

Name	Subject	Why?

7 About You 

1. Do you have lots of homework?
2. What's your school schedule like?
3. Who's your best friend at school?
4. What does he/she look like?



8 Reading 

Before Reading

What clubs does your school have?

What is the goal of a school club?

Students make friends with other students that share the same interests. A club helps students explore their interests, learn to work with others—and just have fun.

School Clubs





Come and check it out!

Visit one of the clubs and spend an afternoon doing what you like most.

The Science Club: Students organize their own experiments. Club members are students who say: "I'm sort of like a scientist too," and "Science is cool." Do you feel the same?

Archaeology Club: Students learn how to excavate archaeological findings. Club members organize expeditions in the desert every spring.

Poetry Club: Students learn and recite traditional and modern poetry. They write poetry and organize poetry readings.

Computer Club: Members learn about and get a chance to use lots of computer programs—from spreadsheets to games. Some students even design their own programs. Does this interest you?

Drama Club: Members learn the basics of acting and get a chance to act in plays in front of student audiences. Get on stage and get in on the act.

Football Club: Members practice and compete for the school team. They also help with the organization of football games with other school teams.

After Reading

Write the club in which students do each of the activities.

1. word processing ____________
2. acting ____________
3. visit archaeological sites ____________
4. present poetry ____________
5. play for the school team ____________
6. use chemicals ____________






9 Writing

A. Complete the chart with notes about your physical appearance, character, and interests. Describe yourself to a partner.

Eyes/Hair	
Height/Build	
Character	
Interests	

B. Match the questions with the answers. There are two answers for each question. Write the letters on the lines below the question.

1. What does he look like?
   ____ ____
2. What is he like?
   ____ ____
3. What does he like?
   ____ ____

a. He's a lot of fun.
b. He's interested in technology.
c. His favorite subject is math.
d. He wears glasses.
e. He's tall and thin.
f. He's friendly with everyone.

Writing Corner

1. Every sentence has a subject and a verb.
2. When a sentence has one subject and two verbs connected with *and*, it is not necessary to repeat the subject.
   Fahd is athletic **and** plays football.   He is tall **and** has brown eyes.

C. Read the text about Ali. What does he look like? What is he like? What does he like?

My cousin, Ali, is a college student. He has brown eyes and curly black hair. He's quite tall and has a medium build. He also has a very nice smile. Ali is a lot of fun and likes to make his friends laugh. People like him because he is cheerful and friendly. Ali is interested in languages, so he studies English and French. He wants to be a writer. He is also an active student and runs the "Young Writers" club at his college.

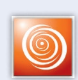
D. Choose a person you know well—a friend, a classmate, or a family member. Make a chart like the one in exercise **A** and complete it with information about the person. Then, write a description of the person.



10 Project 

In a group, make an advertisement for a school club. Present it to the class.



11 Form, Meaning and Function 

Intensifiers

We use adverbs like *very, quite, really, pretty*, and *extremely* to make adjectives stronger. These adverbs are normally placed before the adjective.

Ali is **very** tall.
Science is **pretty** interesting.
Faisal is **quite** short.

Ali is an **extremely** active student.
Science is a **really** interesting subject.
Faisal is **quite** an intelligent student.

Note: When there is a singular noun, *quite* goes before the article.

Adjectives with *-ed*

Adjectives that end in *-ed* describe how a person feels or reacts.
Adjectives that end in *-ing* describe what causes a feeling or reaction.



A. Circle the correct adjectives.

1. We're really (excited / exciting) because our team is winning the football game.
2. Sabah feels extremely (tired / tiring), so she wants to stay home and relax.
3. This math problem is quite (confused / confusing). Can you please help me with it?
4. I'm never (bored / boring) in science class. The experiments are very (interested / interesting).
5. You look extremely (worried / worrying). Is anything wrong?
6. The teacher is (annoyed / annoying) because the students aren't paying attention.
7. I don't like to watch (frightened / frightening) films on TV. I prefer to watch comedies.
8. History isn't (bored / boring). In fact, it's quite a (fascinated / fascinating) subject.

B. Use the words to write sentences.

Football / very / exciting / sport — *Football is a very exciting sport.*
1. Math / quite / difficult / subject ________________
2. Maha / really / talented / artist ________________
3. Fahd / extremely / athletic / student ________________
4. History / pretty / interesting / subject ________________
5. Mr. Parks / quite / strict / teacher ________________

C. Work with a partner. Talk about school subjects and school friends. Use adjectives from this unit and the adverbs: ***very***, ***quite***, ***really***, ***pretty***, and ***extremely***.

11 What Time Do You Get Up?



1 Listen and Discuss 

Which activities are the same or different in your country at these times?

Every Day Around the World

5:30 A.M. **Jeddah, KSA**



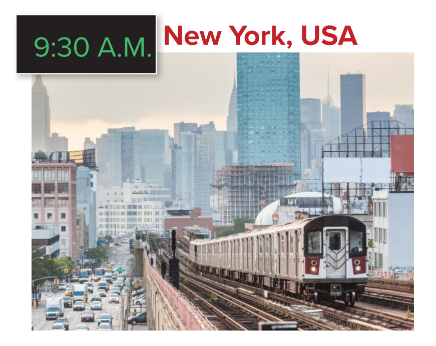
Amal is waking up. She usually gets up early in the morning.

7:30 A.M. **Mexico City, Mexico**



Alex is working. He usually serves breakfast in the morning.

9:30 A.M. **New York, USA**



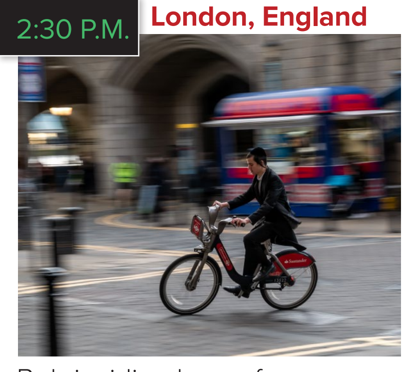
Jeff and Rick always take the train to work. Traffic is bad in the morning, so they never drive to work.

11:30 A.M. **Rio de Janeiro, Brazil**



Celso is at school. He sometimes plays football during PE.

2:30 P.M. **London, England**



Bob is riding home from work. He usually goes to work by bike.

3:30 P.M. **Madrid, Spain**



Fernando is at work. He always checks his email after lunch.

4:30 P.M. **Cairo, Egypt**



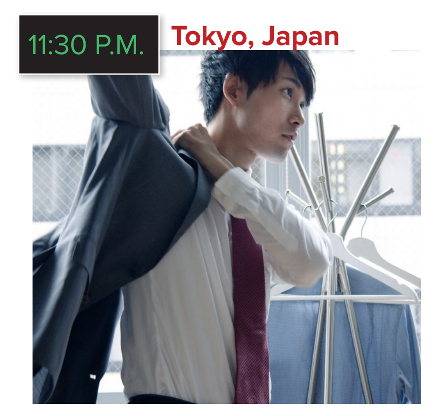
Ali is doing his homework. He usually studies before dinner.

7:30 P.M. **Lahore, Pakistan**



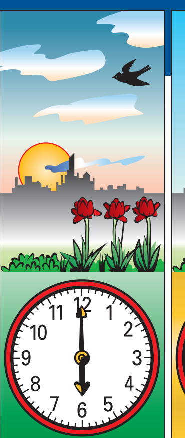
Mr. Zaheer Abbas and his family are eating. They always have dinner together.

11:30 P.M. **Tokyo, Japan**

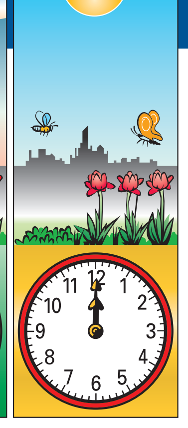


Takeshi is going back home. He is a lawyer and he usually works late.



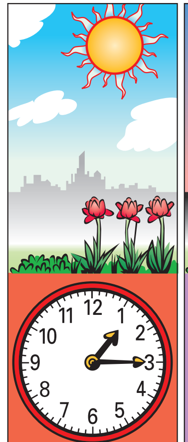


It's six o'clock in the morning. It's 6:00 A.M.

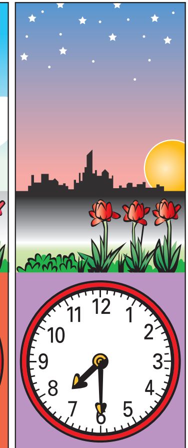


It's noon. It's 12:00 (noon).





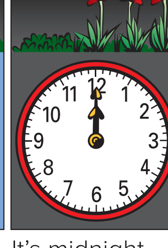
It's one fifteen in the afternoon. It's 1:15 P.M.



It's seven thirty in the evening. It's 7:30 P.M.



It's nine forty at night. It's 9:40 P.M.



It's midnight. It's 12:00 (at night).

Quick Check

A. Vocabulary. What activities on page 88 do you do every day? Write them in order from morning to night.

B. Comprehension. Answer ***yes*** or ***no***.

1. ____ Amal usually gets up early.
2. ____ Alex is having breakfast.
3. ____ Jeff and Rick never drive to work.
4. ____ Celso plays football at school.
5. ____ Bob goes to work by bus.
6. ____ Fernando reads his email in the office.
7. ____ Ali usually studies after dinner.
8. ____ Takeshi usually goes home early.

2 Pair Work





A. Ask and **answer** about the people on page 88.

What time does Amal usually get up?
She usually gets up at five thirty.

B. Ask and **answer** about daily activities.

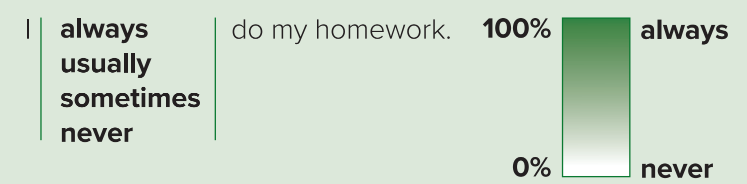
What do you usually do after dinner?
I usually watch TV.



3 Grammar 

Adverbs of Frequency: *always, usually, sometimes, never*

What do you usually do after school?



I	**always** **usually** **sometimes** **never**	do my homework.

100% — **always**

0% — **never**

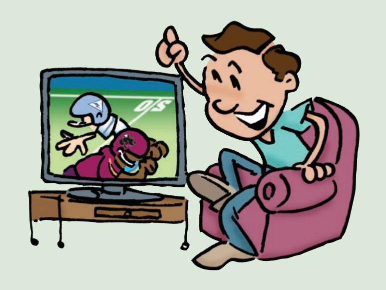
Time Expressions: *before, after, then, every day*



He usually does his homework **before** dinner.



He always brushes his teeth **after** dinner.



Then he watches TV.

Prepositions: *at, in, on* in Time Expressions

	at	in	on
I get up...	at six o'clock.	in the morning.	on weekdays.
I leave work...	at five o'clock.	in the afternoon.	on Tuesdays and Wednesdays.
I get home...	at seven o'clock.	in the evening.	on Sundays and Mondays.

A. Unscramble the sentences.

in the morning / usually / at seven o'clock / get up / I
I usually get up at seven o'clock in the morning.

1. opens / at nine / usually / The bank
2. closes / The supermarket / on Sundays / never
3. to work / drive / always / My brothers
4. in our family / go to bed late / The children / never
5. always / in the afternoon / do / I / my homework
6. usually / eats dinner / My family / at six



B. Work with a partner. Talk about the people's daily activities.

usually / weekends

Derek usually visits his grandfather on weekends.

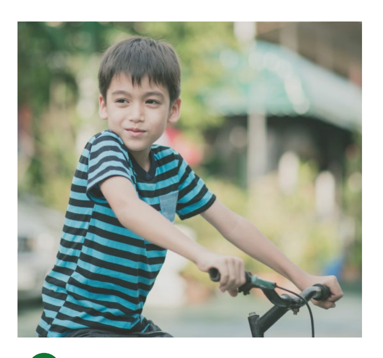




Derek



1 Fatimah
always / the evening

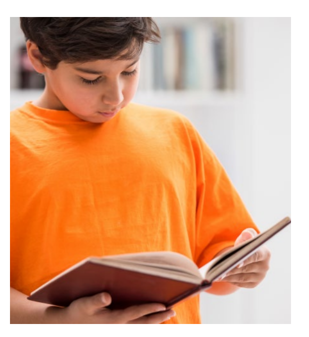


2 Tariq
sometimes / the morning

3 Adam
never / weekends



4 Abdullah
usually / Saturdays



5 Khalid
always / after school



6 Ali and his friends
sometimes / the evening

C. Look at the activities in exercise B, and write sentences about yourself. Use adverbs of frequency. Share them with a partner.

4 Listening



Listen to Jeff's typical day. Tick (✓) the things he does.

1. ____ Jeff usually exercises before breakfast.
2. ____ He rides the bus to school.
3. ____ He does his homework after practice.
4. ____ Jeff plays tennis on weekends.
5. ____ He never meets his friends on weeknights.



5 Pronunciation



Listen to the pronunciation of ***Does he*** and ***Does she***. Notice how the words are pronounced together. Then practice.

Does she get up early? **Does he** exercise every day?

6 Conversation 

Fahd: Hi, Ryan. Where are you going?
Ryan: To the gym. I usually work out for about an hour in the afternoon. Where are you off to?
Fahd: To martial arts class.
Ryan: That's awesome! What are you learning?
Fahd: Well, right now, I'm learning some difficult karate moves. But sometimes we do special exercises to learn how to concentrate. Come along some time.

Your Ending

What does Ryan answer?
1. No way!
2. I can't do karate at all.
3. Do they teach taekwondo?

Real Talk

Where are you off to? = Where are you going?
awesome = really great
No way! = Absolutely not!

About the Conversation

1. What does Ryan usually do in the afternoons?
2. What kind of lesson does Fahd have?
3. What is he learning now?

Your Turn

Find someone in your class who does each of the activities.

Find Someone Who...	Name
usually goes to bed after eleven o'clock	
takes a shower or bath at night	
does homework late in the evening	
never watches TV after dinner	
sometimes walks to school	
takes karate lessons	



7 About You 

1. Do you take any lessons? What kind?
2. What do you usually do on Saturdays?
3. What do you never do on Saturdays?



8 Reading 

Before Reading

Do you have a school newspaper or web page?
What information does it have?

Schooldays:

School Around the World





Ahmed
Jeddah, Saudi Arabia

I usually arrive at school before 7 A.M. Assembly is at 6:45, and we always sing the Saudi national anthem. After assembly, we go straight to the classroom. We have six classes a day. Each one lasts 45 minutes. We only leave our classroom for subjects like computer, PE, and art. School finishes at 1 P.M., but there is an optional seventh period for students who want extra tutoring. There are after-school clubs. I'm a member of the football club, so I sometimes stay after school and play football.

José
Amazon Rain Forest, Ecuador

My school is in a village on the Aguarico River. I live far from the school, so I need to get up at 5 A.M. I go to school by canoe, but when it rains a lot I stay at home. Our school has 46 students and two classrooms. There are two teachers, one for grades 1–3, the other for grades 4–6. We study all the subjects in Quechua, our first language, but we also learn Spanish. Our school has a generator for electricity, and it has a computer.



After Reading

Underline or list the things and activities that are different from your school. Compare with a partner.



9 Writing

A. Read the email from a Japanese student in middle school. With a partner, discuss what is the same or different about your school.



From: kaito_suzuki@mail.jp
Subject: Middle school in Japan

Hi Saeed,

It's fun to have a pen pal in another country! We can practice English. Today, I want to tell you about middle school in Japan.

I usually get up at 7:15. I put on my school uniform, prepare my school bag, and eat breakfast. Then, I go to school by bus. Other students go on foot or by train.

Our school day begins at 8:30. Before classes, we meet in our homeroom for assembly. We have six classes a day, four in the morning and two in the afternoon. We study subjects like language, math, science, social studies, technology, health and PE, and art. Each class is 50 minutes long, with a 5-minute break between classes. We have lunch at 12:30. Everyone brings lunch from home, and we always eat in our homeroom.

School ends at 3:30. Before we go home, we all help to clean the school. There are also many clubs and after-school activities. For example, I play baseball twice a week and I'm in the English club (that's how I met you!). On these days, I usually leave school at 5:00.

What's middle school like in Saudi Arabia? Write back soon.

Your friend,

Kaito

Writing Corner

1. *By* explains how: **by** car, **by** bus, **by** plane, etc. But we say **on** foot.
   Kaito goes to school **by** bus. Other students go **on** foot or **by** train.
2. *To* shows direction: He goes **to** school by bus.
3. *In* shows location: Students meet **in** their homeroom.

B. Look at the writing task in **C**. Write notes in the chart to organize your paragraphs.

Things I do before school	
School hours and classes	
After-school activities	

C. Write an email to a pen pal about a typical day at your school. Use your notes from the chart and other ideas from this unit.

10 Project



Work in a group. Do research on routines of schools around the world. Write how they are similar or different from your school.



11 Form, Meaning and Function 

Simple Present versus Present Progressive

Use the simple present to talk about permanent actions like habits or routines.
Use the present progressive to talk about temporary actions that are happening now.

The students usually **write** tests every month. (habit or routine)
The students **are writing** a test at the moment. (happening now)

PERMANENT — TEMPORARY
Saeed **lives** in Jeddah, but he **is studying** in Riyadh this year.

Note: Some verbs are not used in the progressive form: *believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want.*

A. Choose the correct verb for each sentence.

1. Nawal ______________ her homework at the moment.
   a. does   b. is doing   c. do
2. ______________ to come to the mall with us?
   a. Do you want   b. Want you   c. Are you wanting
3. The scientists ______________ the cause of the problem.
   a. aren't knowing   b. not know   c. don't know
4. Look! The children ______________ in the lake.
   a. are swimming   b. swim   c. are swim
5. The moon ______________ around the Earth.
   a. is going   b. go   c. goes
6. Abdullah sometimes ______________ his bike to school.
   a. is riding   b. rides   c. ride
7. Jasem has a part-time job, but he ______________ today.
   a. isn't working   b. works not   c. aren't working
8. ______________ in your country in the winter?
   a. Does it snow   b. Snows   c. Is it snowing
9. Please be quiet. The baby ______________ right now.
   a. is sleep   b. sleeps   c. is sleeping
10. Listen. The tourists ______________ for directions in English.
   a. is asking   b. are asking   c. ask

B. Put the verbs in parentheses into the present progressive or simple present.

1. ______________ your email every day? (you/check)
2. Look at them! They ______________ horses on the beach. (ride)
3. I ______________ this exercise. Can you explain it again? (not/understand)
4. We ______________ to the park. Would you like to come with us? (go)
5. Majid usually ______________ at the gym three times a week. (work out)
6. What time ______________ in the morning? (you/usually/wake up)
7. ______________ the newspaper? Can I have a look at it, please? (you/read)
8. Fatimah always ______________ her teeth after dinner. (brush)
9. Khalid has football after school, so he ______________ home early. (not/come)
10. My father's car is at the mechanic's, so he ______________ the bus to work. (take)

1 Language Review



A. Complete the conversations.

1. **A:** Where _______ you _______?
   B: I live on Baker Street.
   A: _______ it a good neighborhood?
   B: Yes, I _______ everything.
   I _______ very happy there.

2. **A:** What _______ your house like?
   B: It _______ very big. There _______ ten rooms, and there _______ a big yard.
   A: Our house _______ small, but it _______ comfortable, and it _______ a nice view.

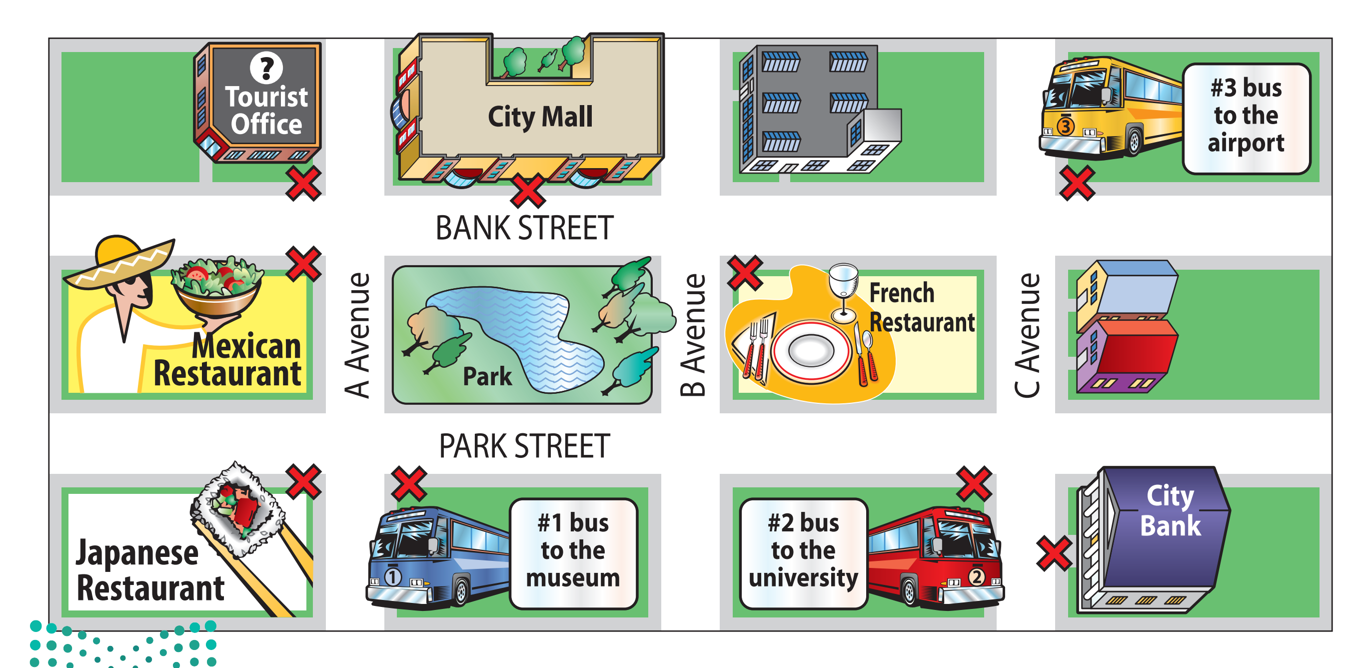
B. Write where the things are in your house.

flowers — *There are flowers in the garden.*

1. television _______________
2. photos of the family _______________
3. sofa _______________
4. telephone _______________
5. shelf _______________

C. Work with a partner. Ask and answer. Use the map to give directions. Say where you are starting.

A: I am at City Bank. Is there a good French restaurant near here?
B: Yes, there is. There's a French restaurant on the corner of Bank Street and B Avenue.



D. Look at the picture and do the activities.

1. Work with a partner. What are the people doing? Write eight sentences.

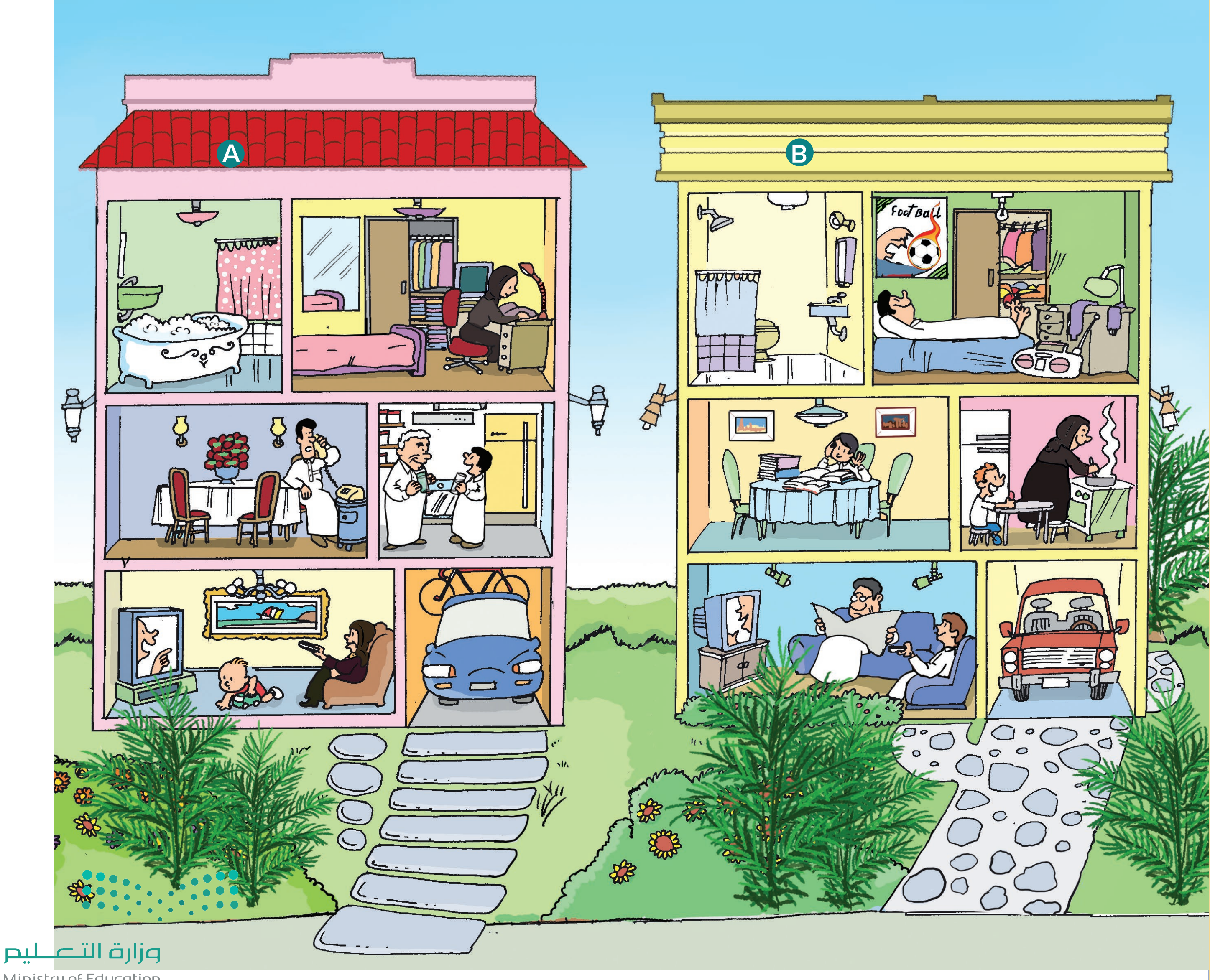
The father in house A is talking on the phone.

2. Work with a partner. What are some things in the houses? Write eight sentences.

In house A, there are shelves in the kitchen.
In house B, there is a shower in the bathroom.

3. Look at the pictures again. Write down eight differences between houses A and B. Compare your answers with a partner.

In house A, they have a mirror in the bedroom.
In house B, they have a poster on the wall.



2 Reading 

Before Reading

1. Do you send emails to friends?
2. Where are your friends from?
3. Do you write to them often?
4. What do you write about?

Email Pals

Hi Omar,

Thanks for your email. Here are some answers to your questions about me. I have a small family. There's just my father, my mother, and my sister. My sister's name is Kate, and she's nineteen years old. She's at college. She is studying to be a doctor. My dad's a doctor, too.

I live in a small town about one hour from New York City by train. My neighborhood is nice and quiet, and we have everything we need right here. My school is only a couple of blocks from my house, and there's an enormous shopping mall near here. My friends and I hang out there often.

I have a parrot. His name is Gabby. Do you have a pet? I play football on the local team. The name of the team is Square United. What's your favorite sport?

Tell me more about your family, your town, and your interests.

Take care.
Mark







After Reading

Answer ***yes*** or ***no***.

1. _______ Mark's family is small.
2. _______ Mark's sister is studying to be a nurse.
3. _______ Mark lives in an apartment.
4. _______ His school is far from his house.
5. _______ The neighborhood doesn't have many stores.
6. _______ Mark plays football in his free time.

3 Writing 

You are writing an email to a new friend. Circle the information you want to include. Add your own ideas. Then write your email. Use Mark's email to help you.

family	pets	sports	weather
town	teachers	hobbies	school
neighborhood	friends	favorite hobbies	house
favorite food	favorite films	school subjects	holidays

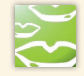
4 About You 

1. Do you live in a quiet or busy neighborhood?
2. What's your favorite hangout place?
3. Do you have a lot of friends?
4. Who are your best friends?
5. Do you have any pets? What kind?
6. What are their names?
7. What are your favorite kinds of films?
8. What hobbies do you have?
9. Do you play a sport? What?
10. Do you collect anything? What do you have?

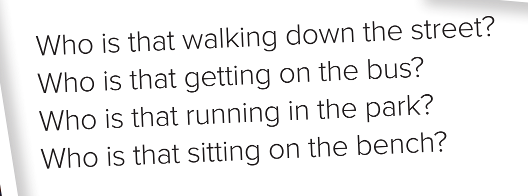




5 Chant Along



My Neighborhood!



Who is that walking down the street?
Who is that getting on the bus?
Who is that running in the park?
Who is that sitting on the bench?

That is me walking down the street.
That is Ali getting on the bus.
That is my teacher running in the park.
That is my neighbor sitting on the bench.

▶ ***Chorus***
This is the neighborhood I live in.
There are so many people I know,
2, 3, 4, 7, 9, 10.
Everywhere I look,
Let me show you some more.



Who is that talking on the phone?
Who is that holding all this mail?
Who is that laughing so loud?
Who is carrying a backpack?

That is Mr. Faisal talking on the phone.
That is the mailman delivering the mail.
That is my brother who is laughing so loud,
And that is me walking to school!

▶ ***Chorus***



Vocabulary

Read the meanings. Write the words from the chant.

1. making lots of noise ____________
2. something to sit on ____________
3. a place with a lot of grass and trees ____________
4. something to put your books in ____________
5. a person who delivers mail ____________
6. a place we learn new things ____________
7. there are cars on it ____________

Comprehension

A. Answer ***yes*** or ***no***.

1. _______ The boy is a student.
2. _______ The mailman is drinking coffee.
3. _______ The boy's brother is studying.
4. _______ Mr. Faisal is driving a car.
5. _______ The teacher is shopping.
6. _______ The boy's neighbor is sitting on the bench.

B. Work with a partner. Ask and answer questions about the people in the chant.

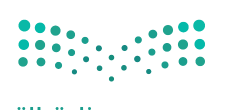
A: What's the teacher doing?
B: He's running in the park.

Discussion

Work in pairs and describe what the people in the photo are doing. Ask each other questions.

A: Where is the boy sitting?
B: He is sitting in the middle.
A: Is the father driving?
B: No, the grandfather is driving.





6 Language Review 

website designer

doctor

artist

writer

carpenter

veterinarian

A. Answer the questions. Tick (✓) the boxes.

Do you like to . . . ?	Yes	No
1. be with people	☐	☐
2. work with computers	☐	☐
3. work outdoors	☐	☐
4. make things	☐	☐
5. sit at a desk all day	☐	☐
6. cook	☐	☐
7. drive vehicles (cars, buses, etc.)	☐	☐
8. draw	☐	☐
9. work with plants or animals	☐	☐
10. write stories	☐	☐
11. talk on the phone	☐	☐
12. solve problems	☐	☐

B. In a group, share your answers.
What jobs are good for you?
What do other group members think?
Do they agree on a job?
Do you agree with them?

C. Write your schedule.
Then interview classmates.
Whose schedule is most like yours?

What time do you usually...?	My schedule	________'s schedule	________'s schedule	________'s schedule
1. get up				
2. eat breakfast				
3. leave for school				
4. eat lunch				
5. have math class				
6. have science class				
7. eat dinner				
8. do your homework				
9. go to bed				
10. get up on Saturday				

D. Find people in your class who do the following things. Write their names.


repair a car



ride a horse

ski	like to draw	are good at sports	like to repair cars	like to design things
play basketball	ride a horse	play chess	like to act	drive
are good at math	ice-skate	write stories	rollerblade	surf the Internet
like to travel	work out at a gym	take photographs	use computer software	like to sew
are good at science	ride a motorcycle	cook	speak two languages	like to tell jokes


play basketball

draw

E. Choose four activities from the chart, and write how often you do them. Use ***always, usually, sometimes,*** or ***never***.

I never drive a car.

1. ______________________
2. ______________________
3. ______________________
4. ______________________

rollerblade



7 Reading 

Before Reading

First, look at the pictures and name the objects.

Do you use the same words when you speak Arabic?

English Everywhere





Do you come across English in your everyday life? Some teachers and students complain that they don't use any English outside the classroom. Think about it: we read, hear, and use English all the time. For example:

- Words for food like burger or chips.
- Computer jargon that is also used in general English, such as window, mouse, click, drag, etc.
- Words for clothes like jeans or T-shirt.
- Short greetings or abbreviations like "Hello" or "OK."

Think of all the video games, social networks, websites, and other material on the Internet. When students search for information, they look up sources in English. Most of the films and programs on cable TV are available in English. Finally, any time you walk into a mall or a supermarket and pick up different products, check the label or the instructions. Most of the information is in English. English is everywhere, outside the classroom!

After Reading

A. Read the text. Answer ***yes*** or ***no***.

1. ____ Some students never use English outside the classroom.

2. ____ Some words we use for computers also have a general English meaning.

3. ____ Students don't need English when they search for information on the Internet.

4. ____ Most films on cable TV are in English.

5. ____ There are no English labels on products we buy at the supermarket.



B. Answer the questions.

1. What is computer jargon? Find examples in the text.

2. What are some English words for food and clothes that different speakers use?

3. When do students hear, read, or speak English?

Discussion

1. What other English words do you use in your country?

2. What Arabic words do English speakers use?

3. Do you read the subtitles when you watch films? Why? Why not?

4. How do you feel about using English in games or on the Internet? Why?

5. Why is it important to know how to speak English? Give examples.

8 Chant Along



Number the verses in the correct order.

The English Class

◯ It's a book. It's a pen.
It's a pencil and crayon.
It's a ball. It's a bat.
It's a bag and a hat.
It's a circle, a square,
A rectangle, a line.
Find a partner,
And smile.

◯ It's a car. It's a plane.
It's a bus and a train.
It's a table, a chair.
It's an apple, a pear.
An MP3, a video game,
a DVD.
What's this?
What's that?



book ▲

◯ Please come in and sit down.
Don't talk. Turn around.
Nice to meet you.
How do you do?
Spell your name.
How are you?
Close your book – The verb *to be*.
Now repeat after me.

◂ pear

bag ▾



◯ It's a mouse. It's a pad.
It's a screen and a stick.
It's a keyboard.
It's an email, an address.
A site, a new face,
A text, a word.
Read a message,
And reply.

hat ▴

Vocabulary

A. Match the two parts. Write the number in the blank.

1. "Repeat after me" **a.** ____ when we meet someone for the first time.

2. We say "How are you?" **b.** ____ to move on the screen and click.

3. We say "How do you do?" **c.** ____ is something the teacher says.

4. We reply **d.** ____ when we meet a friend.

5. We use the mouse **e.** ____ when we write an answer to an email.

B. Put the words into the correct groups.

bus	**drone**	**USB flash drive**	**book**	**mouse**	**keyboard**
car	**train**	**video game**	**pen**	**email**	**motorcycle**
paper	**plane**	**bike**	**pencil**	**partner**	**chair**

Classroom	Transportation	Technology

Comprehension

Answer ***yes*** or ***no***.

1. ____ A circle has 4 sides.

2. ____ When you spell your name, you need to say each letter separately.

3. ____ We put a pad under the keyboard.

4. ____ We click with the mouse.



5. ____ There are sites on the Internet.

9 Project

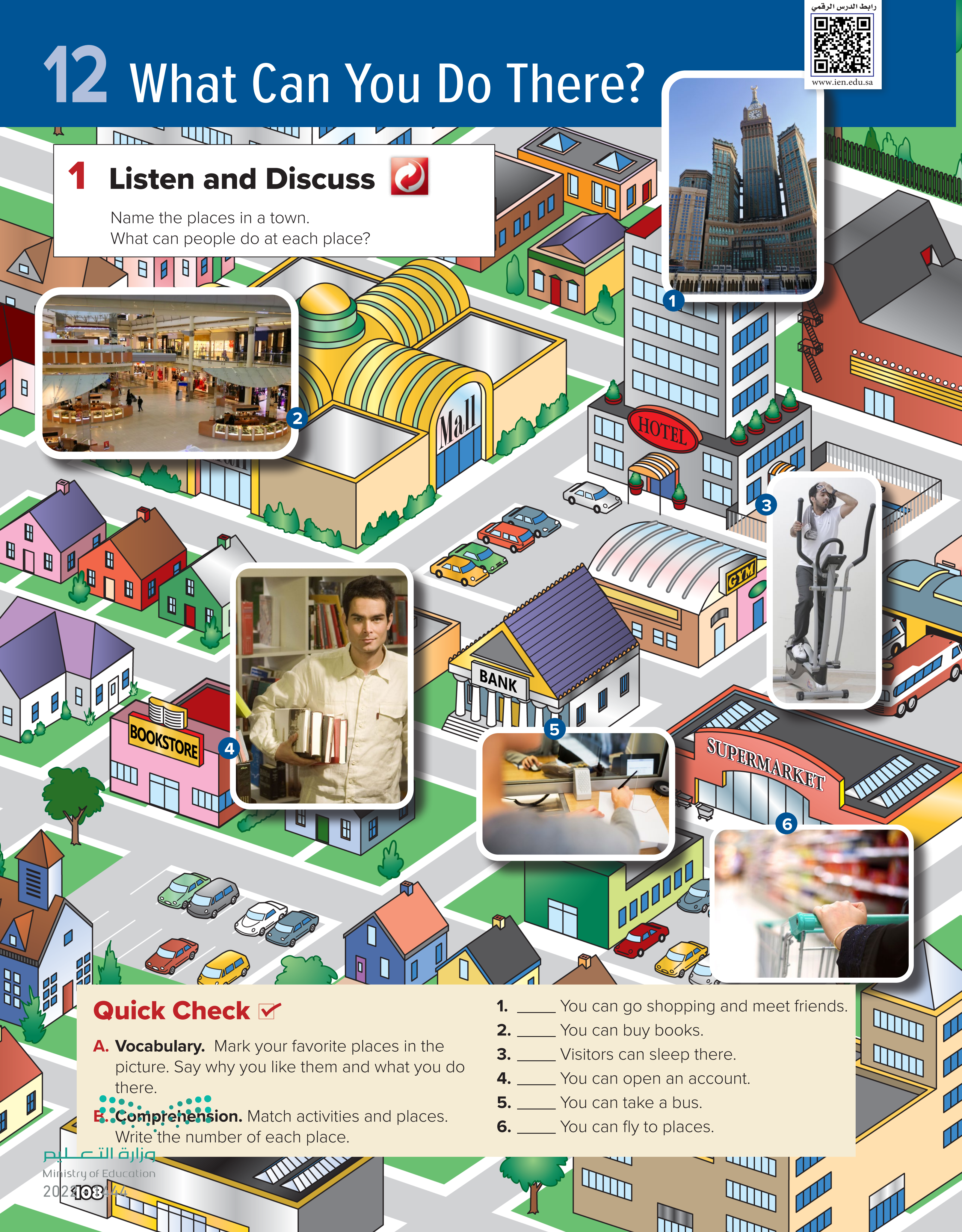


1. Keep a record of what you do in English each day. Think about what you hear, read, and see.

2. Compare with a partner.

3. Do a class survey. Find out how much English your classmates use.

12 What Can You Do There?



1 Listen and Discuss

Name the places in a town.
What can people do at each place?

Quick Check ✓

A. Vocabulary. Mark your favorite places in the picture. Say why you like them and what you do there.

B. Comprehension. Match activities and places. Write the number of each place.

1. _____ You can go shopping and meet friends.
2. _____ You can buy books.
3. _____ Visitors can sleep there.
4. _____ You can open an account.
5. _____ You can take a bus.
6. _____ You can fly to places.



2 Pair Work

A. **Ask** and **answer** about places.

- Can I buy a new smartphone at the mall?
- Yes, you can.
- Can I hang out at the museum with my friends?
- No, you can't.

B. **Ask** and **answer** about yourself.

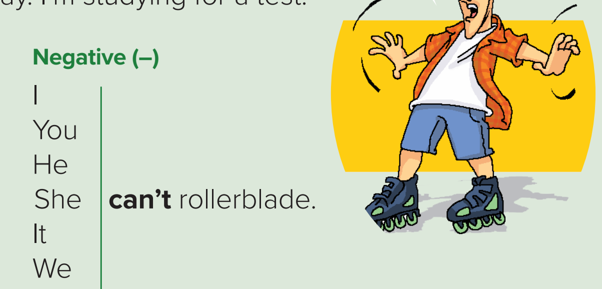
- Can you play tennis?
- Yes, I can. / No, I can't.
- Do you like to draw?
- Yes, I do. And I like to design gadgets. / No, I don't. But I like to make things.

3 Grammar 

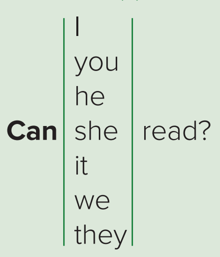
Modal: *can*

Use *can* to express ability or possibility.

Ability: I **can speak** English, but I **can't speak** Chinese.
Possibility: You **can play** golf at the resort.
I **can't play** football today. I'm studying for a test.

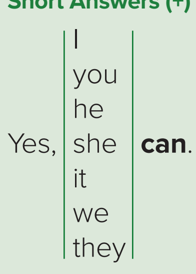


Affirmative (+)		Negative (–)	
I / You / He / She / It / We / They	**can** speak English.	I / You / He / She / It / We / They	**can't** rollerblade.



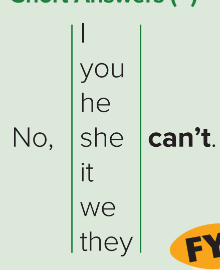
Questions (?)

Can I / you / he / she / it / we / they read?



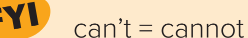
Short Answers (+)

Yes, I / you / he / she / it / we / they **can**.

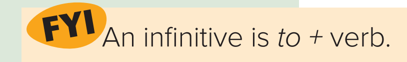


Short Answers (–)

No, I / you / he / she / it / we / they **can't**.



Verb: *like* + Infinitive



Affirmative (+)	Negative (–)
I / You / We / They **like to read**.	I / You / We / They **don't like to read**.
He / She **likes to read**.	He / She **doesn't like to read**.

Questions (?)	Short Answers (+)	Short Answers (–)
Do you **like** to swim?	Yes, I **do**.	No, I **don't**.
Does he/she **like** to swim?	Yes, he/she **does**.	No, he/she **doesn't**.

A. Complete the sentences with ***can*** or ***can't*** and the verb in parentheses.

1. Ahmed _______ _______ (come) tonight. He's finishing an assignment.
2. ________ Luke _______ (drive) them to the mall in his car?
3. We _______ _______ (meet) tomorrow afternoon. I'm going to the dentist.
4. Mr. Sawyer _______ _______ (see) you now. I'm afraid he's very busy.
5. You _______ _______ (speak) in the library, but you _______ _______ (read).
6. Imad _______ _______ (stay) very long. His friends are waiting for him.



B. Work with a partner. Ask and answer.

A: Can Fred play basketball?
B: Yes, he can.

A: Can Fred drive a bus?
B: No, he can't.


play / basketball


drive / bus


1 make / sandwich


2 ride / bike


3 ride / motorcycle


4 use / laptop


5 ice-skate

C. Ask a partner. Use the pictures in exercise **B**.

1. Which activities can you do? Which can't you do?
2. Which activities do you like to do? Write them in order of preference.

D. Ask classmates what they can and can't do. Write their names in the chart. Tick ***Can*** or ***Can't***.

A: Can you drive?
B: Yes, I can. / No, I can't.

Ability	**Name**	***Can***	***Can't***
drive			
play basketball			
cook			
ride a motorcycle			
use a laptop			
swim			
rollerblade			

4 Listening 

Listen to the ad for the New Town Mall, and write ***yes*** or ***no***.

1. ______ The mall is located near the hospital.
2. ______ You can shop and meet your friends.
3. ______ You can go mountain climbing.
4. ______ You can't rollerblade.
5. ______ The Falcons is the name of a computer store.

5 Pronunciation 

Listen to the pronunciation of ***can*** and ***can't***. Then practice.

Can you ride a bike? I **can** ride a bike, but I **can't** rollerblade.

6 Conversation 

Ali: Can you play tennis?
Imad: Yes, I can.
Ali: Do you want to play a match?
Imad: Sure. When's good for you?
Ali: I prefer the weekend. I have more free time. How about Thursday afternoon?
Imad: I can't. I'm busy. How about Saturday morning?
Ali: Good idea. What time?
Imad: Eight o'clock.
Ali: Eight o'clock, on a Saturday morning! Are you crazy?



Real Talk

When's good for you? = What time is good for you?
Are you crazy? = You're saying something I think is strange.

About the Conversation

1. Can Imad play tennis?
2. Can Imad play on Thursday afternoon?
3. When can he play? What time?
4. What does Ali think about the time?

Your Turn

Invite your partner to play a game or sport, go on an outing, etc.

A: Let's ______.
B: Good idea. When?
A: ______.
B: I can't. I ______.
A: How about ______?
B: That's ______.

7 About You 

1. Do you like sports?
2. What sports and games can you play?
3. How often do you play them?
4. Do you like to watch sports on TV? Which ones?



8 Reading 



Before Reading

Look at the title and the headings.

- Write down words, phrases and ideas connected with each heading.

Places to visit in Saudi Arabia



Saudi Arabia's future

Our country has many assets. To build a good future, we have a vision for Saudi Arabia. Part of the vision is to share our strong culture and beautiful environment with citizens, residents, and visitors.

We are building many hotels, roads, and museums to bring visitors to see our country and history. We can help look after our natural environment so all people can enjoy it.

We are building and planning places for people to visit where they can learn about our history, culture and nature. They can enjoy relaxing holidays, too.

Environmental tourism

In the mountains of Al-Baha we protect our forests, parks, and reserves so that everyone can visit these areas and enjoy nature without harming it.

Family beach holidays

We are developing Al-Uquair to be a beach resort with many outdoor activities suitable for all ages, such as a water park and the Ocean World Center.

Cultural tourism

At Al-Ula, we are making the world's largest open-air museum. Visitors can see important historical sites and traditional art.

** Adapted from the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.*

After Reading

1. Compare your ideas in 'Before Reading' with the text.

2. Think about what activities you can do in each place. Make notes in the chart.

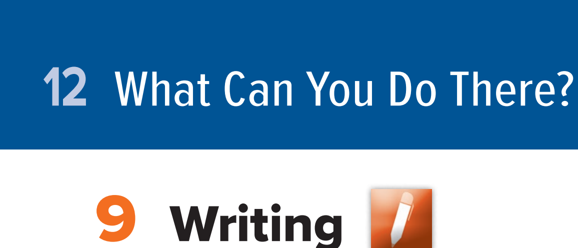
Place	Activities
Al-Baha	*walk in the mountains*
Al-Uquair	
Al-Ula	

3. Which place do you like best? Why?

- Share your ideas with a partner and support your opinion.

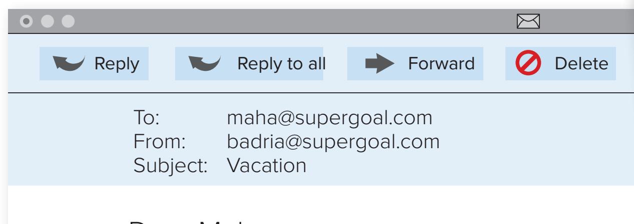
4. Underline all the examples of present progressive in the text. Why do they use present progressive here?





9 Writing

A. Read the email. Have you ever tried any of these activities?



Reply | Reply to all | Forward | Delete

To: maha@supergoal.com
From: badria@supergoal.com
Subject: Vacation

Dear Maha,

My family and I are having a fantastic winter vacation in Abha! There are so many activities to do. You can go rock-climbing in the mountains, take a boat on the Abha Dam lake and even ride a cable-car!

Today we are visiting the Shadda Palace Museum and the Abha Great Mosque.

Tomorrow we are going to the Asir National Park and we are going hiking in the forest there.

You can enjoy nature here and you can also buy great souvenirs.

See you soon,

Badria

B. Research another resort in your country. Complete the chart with notes about the resort.

Location	
Type of resort (cultural, environmental, holiday)	
Activities	
What you like about the place	

C. Imagine that you are at a resort in Saudi Arabia. Write an email to a friend. Say what you can do there and say what you are planning to do, during your stay. Use your notes from the chart.

10 Project

Design a brochure for a vacation resort. Present it to the class. You can use your notes from the chart in exercise **B** or create an imaginary resort.

11 Form, Meaning and Function 

Gerunds after Verbs

Gerunds are the *-ing* form of a verb. They act like nouns and answer the question *what*.

They spend their free time **playing** basketball.
He enjoys **skateboarding** in the park.



We use gerunds after certain verbs and phrases, such as:

can't stand	feel like	love
dislike	hate	prefer
enjoy	like	spend time

Infinitives after Verbs

An infinitive is *to* + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question *what*. The verbs *like, love, hate*, and *prefer* can go with either a gerund or an infinitive.

I like **to watch** TV, but I prefer **to play** games online.



We use infinitives after certain verbs and phrases, such as:

hate	love	want
like	prefer	would like

A. Write the gerund or infinitive of the verb in parentheses.

My family and I love ________________ (**1.** go) to Beachside Resort on vacation every summer. We always stay in a comfortable apartment with a beautiful view.

There are lots of fun activities to do at Beachside. My dad and brothers enjoy ________________ (**2.** do) water sports. They usually rent a boat. My dad and Ahmed spend the day ________________ (**3.** fish). Sometimes they catch enough fish for dinner. Hameed prefers ________________ (**4.** snorkel), and this year he would like ________________ (**5.** try) scuba diving. My mom can't stand ________________ (**6.** sail) because she gets seasick, and I hate ________________ (**7.** sit) on the boat all day. We prefer ________________ (**8.** walk) along the beach.

In the evening, I help my mom cook dinner. We all love ________________ (**9.** eat) fresh fish and seafood. After dinner, my brothers like ________________ (**10.** hike) along the ecological trails. I clear the table and wash up the dishes because my parents want ________________ (**11.** relax) on the balcony. Then, I usually feel like ________________ (**12.** read) a good book.

B. Write about your likes and dislikes. Use gerunds and infinitives.

1. I like ____.
2. I would like ____.
3. I enjoy ____.
4. I prefer ____.
5. I dislike ____.
6. I can't stand ____.
7. I spend my free time ____.

13 What Are You Going To Wear There?

1 Listen and Discuss

What kind of clothes do you like to wear?







Quick Check ☑

A. Vocabulary. List the clothes you are wearing today. Also give the colors.

B. Comprehension. Answer ***yes*** or ***no***.

1. ____ Steve is going to Rio de Janeiro for work.
2. ____ He's going to need casual clothes.
3. ____ Nawal is going to get married next weekend.
4. ____ Sabah is going to buy an abaya.

Colors
blue
light blue
green
dark green
red
pink
purple
orange
yellow
brown
beige
black
gray
white

2 Pair Work 

Ask and **answer**.

- What clothes do I need to buy for Abha in the winter?
- You need warm clothes. It's cold in Abha.

- What clothes do I need for Jeddah in July?
- You need light clothes. The weather is very hot.

- What are you going to do next weekend?
- I'm going to go shopping.

- What color are your boots?
- They're brown.



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3 Grammar 

Future: *be* + *going to*

Affirmative (+)

I'**m**			(I + am)
You'**re**			(you + are)
He'**s**	**going to**	wear jeans.	(he + is)
She'**s**			(she + is)
We'**re**			(we + are)
They'**re**			(they + are)

Negative (–)

I'**m**	**not**		
You	**aren't**		
He	**isn't**	**going to**	wear jeans.
She			
We	**aren't**		
They			

Questions (?)

Are you		
Is he/she	**going to**	wear jeans?
Are we/they		

Short Answers (+)

	I	**am**.
Yes,	he/she	**is**.
	we/they	**are**.

Short Answers (–)

	I'**m**	**not**.
No,	he/she	**isn't**.
	we/they	**aren't**.

Time Expressions for the Future: *tomorrow*, *next week*, *next month*

Q: What **are** you **going to wear** to school **tomorrow**?
A: I'm going to wear my uniform.
Q: **Is** she **going to go shopping** for clothes **next week**?
A: Yes, she is.

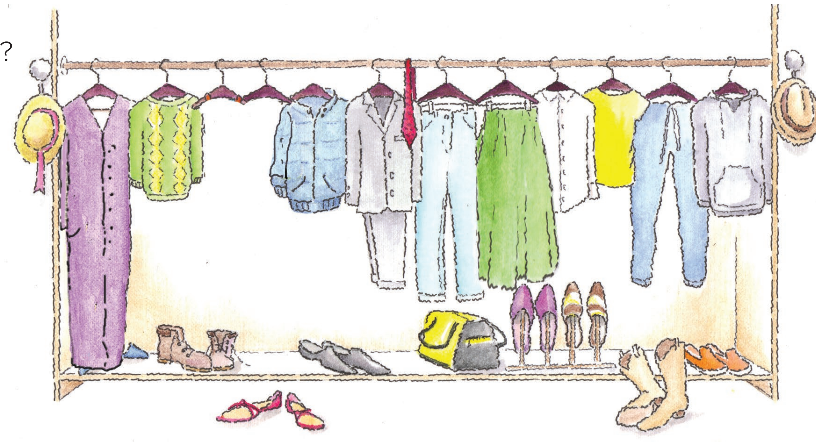
A. Unscramble the sentences.

1. She / going / a new dress / is / to buy ______________________________
2. jeans / are / to the park / They / to wear / going ______________________________
3. a new pair of sneakers / to shop for / going / I'm ______________________________
4. to wear / sandals / is / to the beach / He / going ______________________________
5. are / for Dad / We / going / a tie / to buy ______________________________
6. to need / going / for work / are / a suit / You ______________________________

B. Work in a group. Ask and answer.

A: What do you usually wear on a plane?
B: I usually wear a T-shirt and jeans.

1. at home
2. to school
3. to a football game
4. to the beach
5. in cold weather
6. in hot weather
7. Your idea: ________





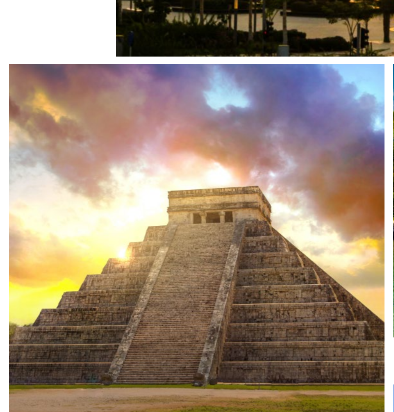

Hussain / Jeddah



C. Work with a partner. Ask and answer.

A: Where is Hussain going to go on vacation?
B: He's going to go to Jeddah.
A: What's he going to take?
B: He's going to take light clothes.


1 Tom and Sam / Moscow


2 Bob / Mexico



3 Mel / Tahiti


4 George and Joe / the Andes

4 Listening

What are Adnan and Mark going to buy? Listen and complete the chart.
Write all the colors you hear each person say.

	Clothes	Colors	Style
1. Adnan			
2. Mark			

5 Pronunciation 

Listen to the pronunciation of ***going to***. Notice how the two words are pronounced together. Then practice.

What are you **going to** do?
What are you **going to** wear?

I'm **going to** meet my friends.
I'm **going to** wear a sweater and jeans.



6 Conversation 



Brian: What clothes are you going to take to Norway?
Andy: Warm clothes, very warm clothes. You know, a heavy coat, a scarf, gloves … I'm going to pack all my sweaters and warm socks.
Brian: Don't forget your sunglasses!
Josh: He's not going to need sunglasses. He isn't going to the beach.
Andy: Actually, Brian is right. I'm going to put them on when I'm out in the snow!
Josh: You, out in the cold? You must be joking …

Real Talk

put on = wear

About the Conversation

1. Where is Andy going to go?
2. What is he going to wear?

Your Turn

Someone is going to visit Riyadh. Tell them what clothes to take.

7 About You 

1. What kind of clothes do you like wearing? Casual or formal?
2. What's your favorite color for clothes?
3. Do you like shopping for clothes? Why? Why not?
4. What clothes do you need to buy?
5. Where do you shop for clothes?
6. Are clothes expensive in your country?
7. What are you going to wear to school tomorrow?
8. Do you think clothes tell a lot about your personality?





8 Reading 

Before Reading

Look at the photos. What do you think the reading is about?



The Iguassu Falls

The Iguassu Falls are on the border of Brazil and Argentina. They are very beautiful and very famous. The falls are very popular with tourists from all around the world.

At some times during the year, you can see as many as 275 separate waterfalls. The waterfalls go a distance of 2,700 meters. You can hear the roaring sound of the water several kilometers away.

Visitors wear waterproof jackets or raincoats with hoods to keep their heads dry. They also wear rubber boots or waterproof shoes.



Transportation:

There are buses to the falls at the Iguassu Park.

Towns:

The town of Foz do Iguassu is near the falls. It's a big town, and it's very busy with people from many places around the world.

Other Attractions:

- Makuku boat ride on the Iguassu River to the falls. Very exciting!
- Helicopter ride over the falls. Great fun!
- Itaipu Dam (hydroelectric dam).
- Walk on the Brazilian side for a great view.

After Reading

1. Where are the Iguassu Falls?
2. What is near the falls?
3. What attractions do the Iguassu Falls have?
4. How do the people go to the falls?
5. What do visitors wear at the falls?

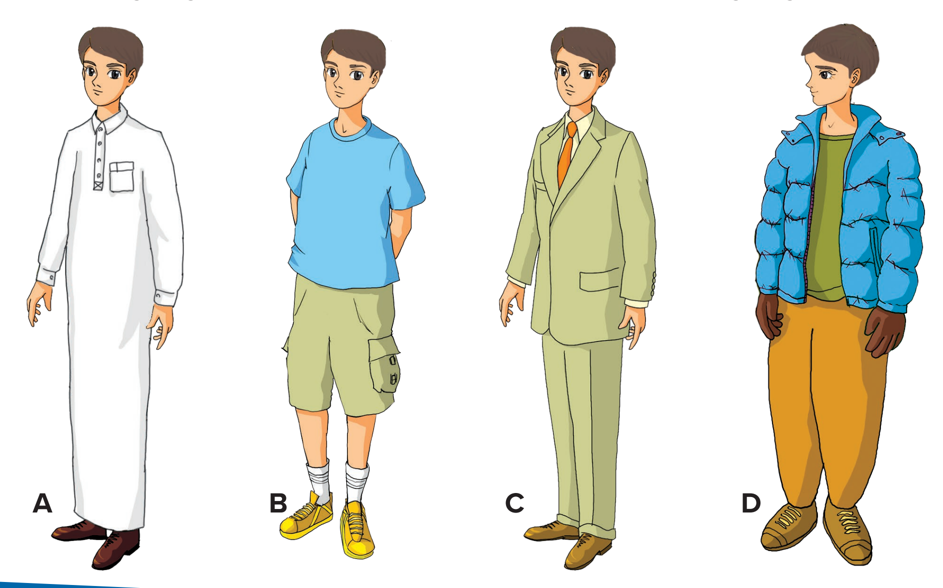




9 Writing

A. With a partner, ask and answer questions about the boy's clothes and where he is going.

A: What is the boy wearing in picture A? **B:** He's wearing...
A: Where is he going? **B:** I think he's going to...



Writing Corner

1. When there are 2 or 3 adjectives in front of a noun, they usually go in this order:

opinion	size	age	shape	color	origin	material

He has a **nice new silk** tie.
She has **small round gold** earrings.
These are **comfortable brown leather** shoes.
He's wearing an **expensive Italian** suit.

B. Use two or three adjectives to describe the boy's clothes. Write them in a notebook. Then compare with a partner.

comfortable old yellow sneakers

C. Find three photos of people who are wearing different clothes. Write a description of each person's clothes.

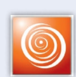
Play a game: Work in small groups. Place all the photos from your group on a desk. Each student reads a description. The first person to find the correct photo gets a point. Continue until you have read all the descriptions. Who has the most points?

10 Project

In groups, do a survey to find out where classmates get shopping advice. Who helps them with their clothing choices? Present your survey results to the class.



_______ Advertising _______ Salespeople _______ Fashion magazines
_______ Store websites _______ Family and friends _______ Other

11 Form, Meaning and Function 

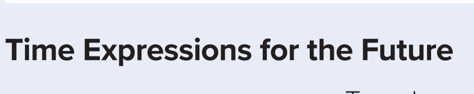
The Future with the Present Progressive

We often use the present progressive for definite arrangements in the future. It is also correct to use *be + going to*, but English speakers usually use the present progressive when the arrangements are certain. Compare:

What **are** you **doing**? (now) What **are** you **doing** tomorrow? (future)
What **are** you **going to do** tomorrow? (future)

He **is wearing** a suit. (now) He **is wearing** a suit to the graduation. (future)
He **is going to wear** a suit to the graduation. (future)

Note: When we use the present progressive to show the future, it is necessary to use time expressions such as: *tonight, tomorrow, next week*, *on Thursday*, etc.



Time Expressions for the Future

I'm meeting my brother... on Tuesday morning/afternoon/evening/night
tomorrow morning/afternoon/evening/night
this afternoon/this evening/tonight

	Sunday	Monday	Tuesday	Wednesday	Thursday
8 am – 12 pm (morning)			Order cake from bakery	Pick up suit from dry cleaner	
12 pm – 4 pm (afternoon)		Take suit to dry cleaner		Wash car	Attend graduation ceremony 2 pm
4 pm – 8 pm (evening)	Call to invite friends	Buy shoes	Write speech		Guests arrive at restaurant 6 pm
8 pm – 12 am (night)	Book restaurant			Meet brother at airport 8:30 pm	

A. It is Sunday morning. Qassim's graduation is on Thursday. He is planning a party after the ceremony, so he has many things to do this week. Look at Qassim's schedule. Write sentences with the present continuous about his arrangements.

He is calling his friends this evening to invite them to the graduation party.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

B. Work with a partner. Talk about definite arrangements that you have in the future. Use the present progressive.

14 Let's Celebrate





1 Listen and Discuss 

1. What are the important holidays in your country?
2. How do you celebrate them?

National Day



Saudi Arabia ▲
September 23rd
Cities and towns are covered in green. People fly flags and celebrate in the streets.





▲ **Oman**
November 18th
There are official celebrations, parades, and fireworks.

◄ **United Arab Emirates**
December 2nd
UAE countries celebrate the Federation of the Emirates. People decorate the streets, buildings, and homes with bright lights.



▲ **Kuwait**
February 25th and 26th
People in Kuwait celebrate their National and Liberation Days with fireworks and special events. Families and friends get together to share meals.



Amal: Let's get some cards for the National Day.

Sabah: OK. That's a wonderful idea. We can send them to family and friends.

Amal: Yes. I like to send greeting cards to people I know.

Quick Check ☑

A. Vocabulary. Fill in the blanks with words from page 124.

1. People ____________ in the streets.
2. People ____________ their homes with bright lights.
3. There are ____________ in most countries on National Day.
4. You can watch the ____________ in the sky at night.
5. Families and friends get together to ____________ meals.
6. On national days, people fly ____________ from their houses or wave them in the streets.

B. Comprehension. Answer ***yes*** or ***no***.

1. ____ People in Saudi Arabia cover everything in green.
2. ____ In the UAE, people only decorate their homes.
3. ____ There are parades in every country.
4. ____ Kuwaitis celebrate their Liberation Day.

2 Pair Work 

A. Ask and **answer** about holidays.

- When is the national holiday in your country?
- Saudi National Day is on September 23rd.
- What do people usually do on that day?
- They fly the flag and celebrate.

- What are you going to do on Saudi National Day?
- I'm going to the open-air activities.

B. Talk about invitations.

- Do you want to invite your cousins for Eid?
- Yes, let's invite them.



3 Grammar 

Object Pronouns

Singular

Subject Pronouns	*Object Pronouns*	
I	**me**	He knows **me**.
you	**you**	I know **you**.
he	**him**	I know **him**.
she	**her**	I know **her**.

Plural

Subject Pronouns	*Object Pronouns*	
we	**us**	They know **us**.
you	**you**	They know **you**.
they	**them**	We know **them**.

Need / Want / Like + Infinitive

Q: What do we **need to buy** for the celebration?
A: We **need to buy** some snacks.
Q: Do you **want to invite** your friend?
A: Yes. I **want to invite** him/her.
Q: Do you **like to watch** parades?
A: Yes. I **like to watch** them.



Use *need* + infinitive to talk about necessity.

Let's + Verb

Use *let's* + verb to make or agree to suggestions.

Let's send greeting cards.
Yes. Good idea. **Let's do** that.

A. Complete the sentences. Use the correct object pronoun: ***me, you, him, her, us,*** or ***them***.

We need to invite our friends. I can ask _them_.

1. He wants to invite Jack. He's going to call _______.
2. Sandra is her best friend. She's going to visit _______.
3. I want to meet my neighbors. I don't know _______.
4. We want to come to your graduation. Don't forget _______.
5. I'm going to be at home tonight. Please call _______.
6. Please listen. I'm talking to _______.

B. Unscramble the sentences.

1. my / to call / need / I / friends _______________
2. the house / likes / to decorate / Mariam _______________
3. snacks / to buy / you / Do / need / ? _______________
4. like / laptop / He / to share / doesn't / his _______________
5. don't / an invitation / need / We / to send _______________
6. want / you / to / a graduation party / Do / to come / ? _______________



C. Work with a partner. Ask and answer.

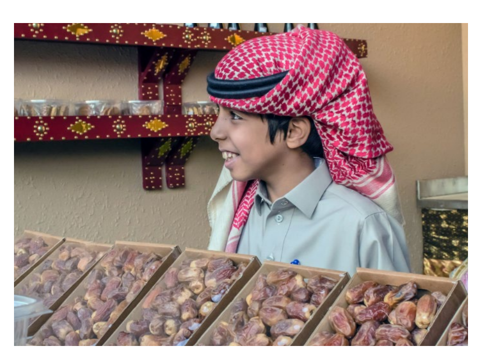
A: What do you want to do during the holiday?
B: I want to spend some time with my friends.



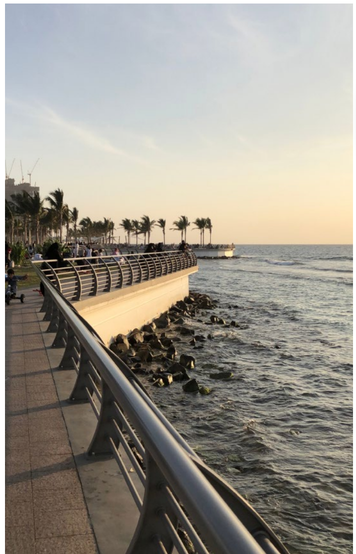
1 you / during the holiday



2 Badr and his family / Eid Al-Fitr



3 you / Eid Al-Fitr



4 your family / vacation



5 you / graduation day

4 Listening 

Listen to the invitations on the telephone answering machines. Complete the chart.

	Day	Time	Place
1. Eid Al-Fitr			
2. Eid Al-Adha			
3. Graduation party			

5 Pronunciation 

Object pronouns do not usually have a strong stress in normal speech. They are said quickly. Listen to the pronunciation of ***him***, ***her,*** and ***them***. Then practice.

Does he know **him** well? He knows **him** very well.
Does she call **her** often? She calls **her** every day.
Do you ever see **them**? I see **them** often.



6 Conversation

Amr: Saeed, do you know Adnan?

Saeed: No, I don't know him very well. Why?

Amr: Well, he's my cousin, and he's going to have a graduation party on Saturday. Why don't you come along?

Saeed: Where is it going to be?

Amr: He's going to have it at home, and we're going to have two game consoles so we can play in teams. Oh, yes, there's also going to be lots of pizza.

Your Ending

What does Saeed say?

1. Sounds like fun. Tell me how to get there.
2. I don't have an invitation. Too bad.
3. Sounds great! Can we go together?

About the Conversation

1. Does Saeed know Adnan well?
2. Where is the graduation party going to be? When?
3. What are they going to have there?

Your Turn

Invite a friend to a graduation party.

A: Do you _______ to come to a graduation party?

B: Great. When _______ _______?

A: It's on _______.

B: OK. And where _______ _______?

A: It's at _______ around _______ P.M.

7 About You



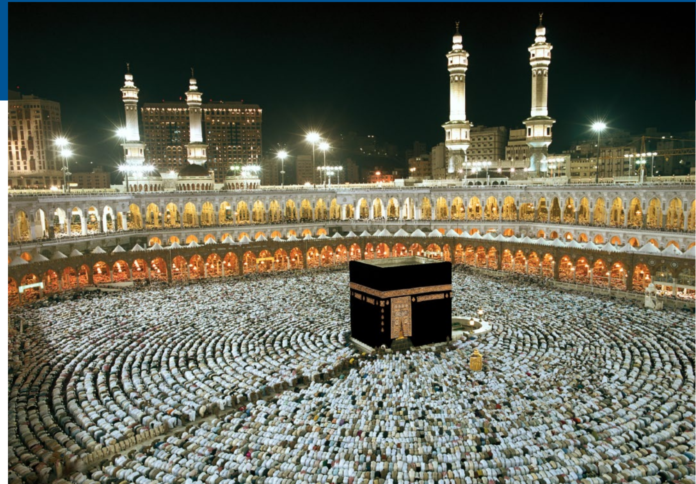
1. What do people usually do for graduation?
2. What are you going to do for your graduation?
3. What's your favorite holiday?
4. How do you celebrate it?



8 Reading 

Before Reading

What do you know about traditional Eid practices in other Arab countries?



Eid Celebrations



Eid Al-Fitr is a Muslim holiday that marks the end of Ramadan. It is the most widely celebrated holiday in the Islamic calendar. The day begins with a light snack, usually dates, and the Eid prayer. People often decorate their homes and cook festive meals for family and friends. Older members of the family offer money to children.

Many store owners offer a special Eid gift to customers to show their generosity. Everyone does their best to be kind and generous to others, especially to those who are in need. At the end of Ramadan, Muslims donate food (such as dates and rice) to the poor. This is called Zakat Al-Fitr. In some areas, neighbors place large rugs on the street. Then, each family brings a meal to share with their neighbors.

Another important celebration is Eid Al-Adha. To celebrate Eid Al-Adha, Muslims all over the world sacrifice an animal. Depending on the region, they sacrifice a lamb, a goat, a camel, or a cow. The family shares the meal with friends and donates some to the poor.

Families get together for a special meal, visit friends and neighbors, and exchange gifts.



After Reading

Answer ***yes*** or ***no***.

1. _____ Children offer money to adults.
2. _____ People show generosity and kindness to others.
3. _____ People have a light breakfast before the prayer on Eid Al-Fitr.
4. _____ In celebration of Eid Al-Adha, families sacrifice an animal and give some of it to those in need.

Discussion

Choose a holiday and discuss it with a partner. Compare how you celebrate the holiday with your families.



9 Writing 

A. Find 22 words in the word search that are related to celebrations (12 words across and 10 words down). Shade them with a pencil. Write the remaining letters to find a hidden message.

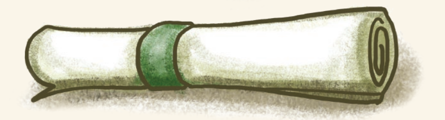
T	R	A	D	I	T	I	O	N	A	L	L
F	U	N	P	L	E	N	G	A	G	T	I
A	M	E	A	L	S	V	O	T	I	S	B
M	S	C	R	E	L	I	A	I	F	H	E
I	D	L	A	M	B	T	T	O	T	A	R
L	E	E	D	A	T	E	S	N	S	R	A
Y	C	C	E	L	E	B	R	A	T	E	T
H	O	L	I	D	A	Y	F	L	A	G	I
P	R	F	I	R	E	W	O	R	K	S	O
R	A	G	R	A	D	U	A	T	I	O	N
A	T	B	R	A	M	A	D	A	N	R	A
Y	E	I	D	A	L	F	I	T	R	T	E

B. Read the invitation to a graduation party. Work with a partner. Ask and answer questions with: ***who, what, where, when,*** and ***why***.

A: Who is the graduation party for? **B:** The graduation party is for Ahmed.

Please join us to celebrate
the graduation of
Ahmed Al-Faisal
Saturday, May 15th at 6:00 pm





Oasis Restaurant
Makkah Road

C. Decide which holiday celebration you are going to write about in exercise **D**. Design an invitation to invite your friends to the celebration.

D. Write about a holiday celebration in your country. Include: the date, the clothing, the food, and special events or traditional practices. Use vocabulary from the word search and ideas from this unit.

10 Project 

Research a celebration in another country. Present your findings to the class.



11 Form, Meaning and Function 

Must / Mustn't and *Should / Shouldn't*

Must and *should* are modal verbs. The form of the modal verb does not change according to the subject. After the modal verbs *must* and *should*, we use the base form of the main verb.

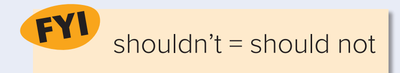
Use *must / mustn't* to talk about obligations and rules.

FYI mustn't = must not

We **must** follow the rules.
He **must** stop at the traffic lights.

You **mustn't** talk during the test.
They **mustn't** park on the sidewalk.

Use *should / shouldn't* to give suggestions and advice.



Who **should** I invite to the celebration?
We **should** donate to the poor.

They **shouldn't** eat junk food.
She **shouldn't** spend all her money.

Note: *Must* is stronger than *should*. It has a more formal tone.

A. Change the imperatives to sentences with ***must*** or ***mustn't***.

Be kind to your neighbors. — We *must be kind to our neighbors*.

1. Do your homework tonight. — I ______________________________.
2. Don't be late for class. — You ______________________________.
3. Ask the teacher for help. — She ______________________________.
4. Don't sit on the desks. — Students ______________________________.
5. Share your toys. — The children ______________________________.
6. Don't eat snacks before dinner. — He ______________________________.
7. Send the invitations today. — We ______________________________.
8. Don't use fireworks indoors. — You ______________________________.

B. Complete the sentences with ***should*** or ***shouldn't*** and the verb in parentheses.

1. Yahya's tooth hurts. He ______________ a dentist. (see)
2. Fatimah wants to lose weight. She ______________ ice cream. (eat)
3. The children don't feel well. They ______________ to school today. (go)
4. If you don't understand, you ______________ the teacher to explain it. (ask)
5. The parade starts at 11 o'clock. What time ______________? (we/leave)
6. Drivers ______________ cell phones when they are driving. (use)
7. I have an idea. We ______________ the room with balloons. (decorate)
8. Thanks for inviting me. What ______________? How about a cake? (I/bring)

C. Work in groups of four. Plan an end-of-the-year celebration for your class. Think about: the date and time, the place, the food and drinks, invitations, guests, decorations, and activities. Use ***should***, ***shouldn't***, ***must***, and ***mustn't***.





15 Then and Now



1 Listen and Discuss



How well do you know these cities?
What do you know about them?



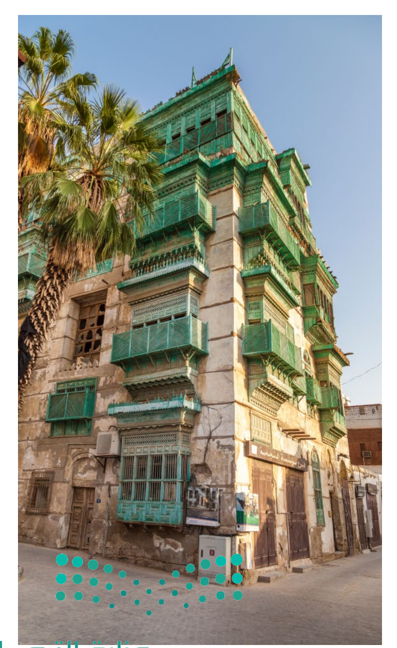
Riyadh and Jeddah
Then and Now



The old, oasis town of Riyadh was an area of about one square kilometer with a population of about 14,000. There were many mud-brick houses, mosques, and other buildings inside the walls of the city.

Today, most of the buildings and walls of the old city are in ruins. But the Al-Masmak fort and some parts of the walls were restored and are in better condition.

Nowadays, Riyadh is home to a population of more than 7 million people and covers an area of more than 1,500 square kilometers. Modern building complexes and skyscrapers like the Kingdom Center, the Al-Faisaliya Center, and the Riyadh TV Tower are now attractions of the new city.



Balad, the old part of Jeddah, was a group of three- to five-story buildings with beautiful wooden balconies. The roads were narrow to protect pedestrians from the sun during the hot months and offered shelter from strong winds. All the woodwork was beautifully carved and decorated.

There were plazas and *souqs,* where vendors from different places showed their products. Present day Jeddah is an attractive, modern port city with tall buildings, beautiful homes, and a wide range of stores and hotels.



Majed Ahmed Abdullah
Then and Now

Majed Ahmed Abdullah is one of the best football strikers in the history of Saudi Arabia. He is also the all-time goal leader of the Saudi national team. He was born in Jeddah, but moved to Riyadh with his family when he was very young. Majed's father was a football manager.

Majed and his friends used to play for a club called Al-Nasser while he was still in high school. They were too young to join a football tournament, but their team was finally accepted after a 3-1 win in a game against an important Riyadh team.

Majed holds two national records: one when he scored 5 goals in an international game in 1979; and another one when he scored 4 goals during the 1984 Summer Olympics.



Quick Check ☑

A. Vocabulary. Mark the information about the buildings, materials, and size of each city.

B. Comprehension. Answer ***yes*** or ***no***.

1. ________ The walls of the old city of Riyadh were made of concrete.
2. ________ Most of the buildings in Balad had two stories.
3. ________ More than 7 million people live in Riyadh.
4. ________ The Al-Masmak fort is in ruins.
5. ________ Majed was a member of the Saudi national team.

2 Pair Work



A. **Ask** and **answer** about the cities and Majed.

- What was the population in old Riyadh?
- It was about 14,000 people.
- Was Majed in Jeddah when he was a teenager?
- No, he wasn't. He was in Riyadh.

B. **Ask** and **answer** about yourself.

- Where were you born?
- I was born in ________.

3 Grammar 

Simple Past Tense: *be*

FYI wasn't = was + not
weren't = were + not

Affirmative (+)

Subject	Verb	
I / He / She / It	**was**	famous.
We / You / They	**were**	

Negative (–)

Subject	Verb	
I / He / She / It	**wasn't**	famous.
We / You / They	**weren't**	

Questions (?)

Verb	Subject	
Was	I / he / she / it	famous?
Were	we / you / they	

Short Answers (+)

	Subject	Verb
Yes,	I / he / she / it	**was.**
	we / you / they	**were.**

Short Answers (–)

	Subject	Verb
No,	I / he / she / it	**wasn't.**
	we / you / they	**weren't.**

To be born

Q: Where **were you born**? **A:** **I was born** in Oman.
Q: Where **was he/she born**? **A:** **He/She was born** in Kuwait.

A. Complete the conversations. Use ***was/wasn't*** or ***were/weren't***.

1. A: _______ your father born in the States?
B: No, he _______. He _______ born in Europe.
A: Where in Europe _______ he born?
B: He _______ born in Poland.

2. A: What _______ your father's first job?
B: He and his brother _______ waiters.
A: How old _______ they?
B: They _______ very old—17 and 15.

3. A: How _______ the graduation party?
B: It _______ great.
A: Who _______ there?
B: All our friends _______ there.

4. A: What _______ Oscar like?
B: He _______ very smart.
A: _______ his grades good?
B: No, they _______.

5. A: _______ you late for school?
B: Yes, I _______.
A: Why?
B: The bus _______ late.

6. A: _______ the hotel comfortable?
B: Yes, it _______ OK.
A: What _______ the weather like?
B: It _______ terrible.





Positive (+)	Negative (–)
great	bad
OK	terrible
interesting	boring
awesome	uncomfortable
beautiful	crowded

B. Work with a partner. Imagine you went on vacation to these places. Ask and answer about your vacation. Use the adjectives in the box.

A: How was your vacation?
B: It was great. OR It was boring.
A: That's good! OR That's too bad!



4 Listening

Listen to the description of the life of Majed Ahmed Abdullah. Complete the information.

1. Nickname	
2. Schools	
3. Football experience before Al-Nasser	
4. National records	
5. National Team	



5 Pronunciation



Listen to the pronunciation of ***was*** and ***were***. Then practice.

You **were** late for class. Where **were** you?
Sorry I **was** late. I **was** in the library.



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6 Conversation 



Neil: Hi, Leo. Don't you remember me? Neil Roberts. I was in your class in ninth grade.

Leo: Oh, yeah. Sure, I remember you. How are things?

Neil: OK. Do you ever see any of our old classmates?

Leo: Not very often. How about you?

Neil: From time to time. Remember Keith Anderson? He was always the winner of school competitions. He is a management consultant now.

Leo: Really? What about Derek Adams? He was really smart.

Neil: Yes, he was. Now he's a successful businessman, and . . . my boss.

Leo: You're kidding!

Real Talk

How are things? = How are you?
You're kidding! = You're joking!

About the Conversation

1. Were Leo and Neil in the same class? What grade?
2. Does Leo see his old classmates often?
3. What was Keith Anderson like?
4. What does Derek Adams do now?

Your Turn

Role-play the conversation. Imagine you meet an old school friend. Discuss classmates, teachers, and events.

7 About You 

1. Were your grades good in elementary school?
2. What was your favorite subject?
3. What was your favorite after-school activity?
4. Who was your favorite teacher?
5. Who was your best friend?
6. Where is he/she now? What is he/she doing?






8 Reading

Before Reading

What do you know about basketball? What do you know about the person in the picture?

A REAL GIANT



In China, his nickname is "Little Giant." In the West, they call **him** the "Great Wall." Yao Ming is 7 feet 6 inches (2.29 meters) tall. He was born on September 12, 1980, in Shanghai, China. His parents were both tall. Their beds were extra long, and **their** clothes and shoes were in special large sizes. His dad was a successful basketball player.

Yao wasn't interested in basketball as a child. He was tall but very thin, and he wasn't very strong. Yao's parents were very encouraging, and by the age of 12, he was serious about basketball. **His** progress at Shanghai's sports academy was excellent. Soon he was on his local youth team. Yao's big chance to play for the Chinese national team was in 1999 in the Asian Cup. By 2002, **he** was a member of the Houston Rockets, one of the top professional teams in the U.S. At the opening ceremony of the Olympic Games in Beijing in 2008, he was the flag carrier for the entire Chinese team and a member of the basketball team.

Yao Ming is a celebrity, and **his** smiling face appears in commercials around the world. **He** has fans everywhere!

After Reading

1. Where was Yao Ming born?
2. Were his parents short?
3. When was Yao first serious about basketball?
4. What was the name of his team in the U.S.?
5. What was his role in the Olympic Games of 2008 in Beijing?
6. Does he have fans only in his home country?





9 Writing

A. Look back at the **Reading** on page 137. Who do the pronouns or adjectives refer to?

1. him (line 2) ________________
2. their (line 5) ________________
3. His (line 11) ________________
4. he (line 15) ________________
5. his (line 21) ________________
6. He (line 22) ________________

Writing Corner

Subject and object pronouns and possessive adjectives help to link sentences in writing.

1. Pronouns and possessive adjectives link similar ideas in sentences.
   Yao Ming was born in China. **He** is very tall, and **his** parents were both tall.
2. Pronouns help avoid repeating the same word or words.
   Basketball is popular because **it** is fun. **It** is a team sport, and **it** is easy to learn.

B. Circle the pronouns and possessive adjectives in the text. Who do they refer to?



Khaled Al-Eid is a famous Saudi horseman. He is a member of the Saudi Equestrian Team and travels around the world to compete in show-jumping events.

Khaled was born on January 2, 1969. His family has a long tradition of horse riding, and they own stables with Arabian horses near Riyadh. He was ten years old when he first learned to ride with his father. Khaled was a very talented young rider. He was successful in some racing competitions, but he was more interested in show jumping. Khaled and his brother, Fahad, were members of the Kingdom's first international jumping team.

In 2000, Khaled was a competitor in the Olympic Games in Sydney, Australia. His horse, Khashm Al-Aan, was in good form, but there was some tough competition. Khaled wasn't sure they could do well. Finally, their performance in the jumping event was outstanding, and they were the bronze medal winners. Khaled was the first ever Saudi horseman to win an Olympic medal.

Many years later, members of the Saudi Equestrian Team were the bronze medalists in show jumping at the 2012 Olympic Games in London.

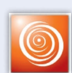
C. Write about a celebrity in your country.

10 Project





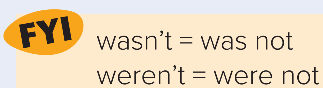
Work in pairs. Choose a famous person. Find information about the person. Create an interview—one of you is the famous person and the other is the interviewer. Present your interview to the class.

11 Form, Meaning and Function 

There Was / There Were

Singular
There was an old castle. (+)
There wasn't a shopping mall. (–)

Plural
There were many traditional houses. (+)
There weren't any modern skyscrapers. (–)



Questions (?)
Was there a restaurant?
Were there any stores?

Short Answer (+)
Yes, **there was**.
Yes, **there were**.

Short Answer (–)
No, **there wasn't**.
No, **there weren't**.

A. Ten years ago, Lee was a poor student. Now he is a successful architect. Look at his apartments then and now. Describe his old apartment. Use ***There was***, ***There wasn't***, ***There were***, and ***There weren't***.



Lee's apartment then



Lee's apartment now

1. ________________ only one room.
2. ________________ any other rooms.
3. ________________ an old sofa.
4. ________________ holes in the sofa.
5. ________________ a comfortable bed.
6. ________________ a balcony.
7. ________________ any windows.
8. ________________ some books on a shelf.
9. ________________ a light on the ceiling.
10. ________________ a television.

B. Work with a partner. Take turns asking and answering questions about Lee's old apartment. Use ***Was there...?*** and ***Were there...?***

A: Was there a sofa?
B: Yes, there was.
B: Were there any windows?
A: No, there weren't.

16 What Did You Do Last Week?



1 Listen and Discuss



Did you do any of the things that Omar, Ahmed, Saeed, and Imad did last week?









Omar

We had a great time on Saturday. We went to a friend's house and played video games on his console, and watched a car race. Then we went to the zoo.



Ahmed

This was a good week. I presented my project in class, and everyone liked it. On Thursday afternoon, I played football with friends, and I bought a new smartphone.

Quick Check

A. Vocabulary. Read the explanations. Write a word from the descriptions.

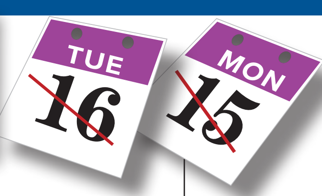
1. a competition with cars ________
2. equipment for video games ________
3. a high-tech phone ________
4. looking for ________

B. Comprehension. Answer ***yes*** or ***no***.

1. ____ Omar stayed at home on Saturday.
2. ____ Ahmed was pleased with his presentation.
3. ____ Saeed and his brothers drove to the museum.
4. ____ Imad needed to finish his assignment for school.







Saeed

Well, on Thursday afternoon I went to the art museum, and on Saturday morning, my brothers and I drove to the beach to play beach volleyball. Then we ate lunch at a restaurant. So I was out a lot. Did you go out Imad?



Imad

No, I stayed home, studied for the science test, and cleaned out my closet. I also spent some time searching for information on the Internet. I needed to finish my assignment for today.



2 Pair Work 

A. **Ask** and **answer** about the teens.

- Did Saeed go to school on Thursday afternoon?
- No, he didn't. He went to the art museum.



- Did Imad stay home on Saturday?
- Yes, he did.

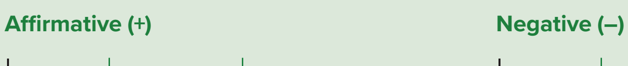
B. **Ask** and **answer** about yourself.

- Did you have a test yesterday?
- Yes, I did. / No, I didn't.
- What did you do yesterday afternoon?
- I went to the zoo.



3 Grammar 

Simple Past Tense

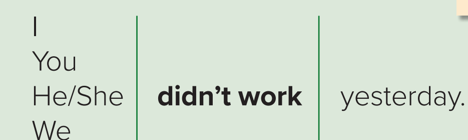


FYI didn't = did not

Affirmative (+)

I You He/She We They	**worked**	yesterday.

Negative (–)



I You He/She We They	**didn't work**	yesterday.

Questions (?)

Did	I/you/he/she we/they	**work**	yesterday?

Short Answers (+)

Yes,	I/you/he/she we/they	**did.**

Short Answers (–)

No,	I/you/he/she we/they	**didn't.**

Regular Past Tense Verbs

Add ***–ed*** to most verbs:	work + **ed** = work**ed**
For verbs ending in ***e***, add ***–d***:	live + **d** = live**d**
For verbs ending in consonant + ***y***, use ***–ied***:	study = stud**ied**

Irregular Past Tense Verbs

Many verbs in English have irregular past tense forms. See the irregular verb list on page 182.

buy	**bought**	drink	**drank**	get (up)	**got (up)**	have	**had**	sleep	**slept**
come	**came**	drive	**drove**	give	**gave**	read	**read**	swim	**swam**
do	**did**	eat	**ate**	go	**went**	see	**saw**	take	**took**

Time Expressions for the Past: *yesterday, last night, last week, last month*

What did you do **last night**? I **went** out.

A. It was very cold last weekend, and there was snow. Which activities do you think Steve did? Which activities didn't he do? Use the list of things. Add your own ideas.

He went skiing. He didn't go swimming.

- do the laundry
- take a walk
- go to the mall
- go to the football game
- read a book
- watch TV
- work outside in the garden
- talk on the phone
- eat a snack
- drink hot chocolate





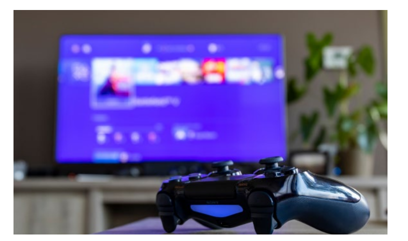


B. Work with a partner.
Ask and answer about what the people did.

A: What did you do on your vacation?
B: I went to the beach.



you / on vacation

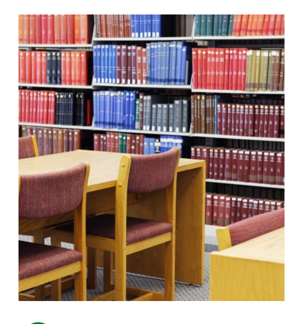








1. Badr and his brothers / last night
2. your family / last weekend
3. the boys / last Thursday







4. Saud / last night
5. Keith and his family / in the summer
6. Huda / before dinner

4 Listening





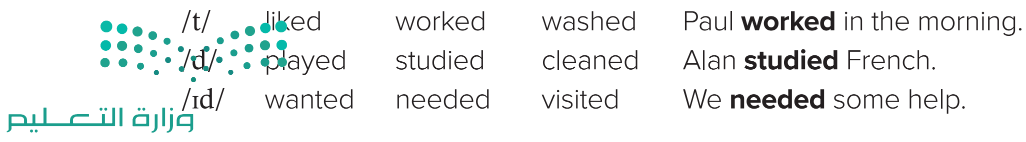
Listen to the conversation between the two friends. Answer the questions.

1. Who did Ken go out with?
2. Where did they go?
3. What did they talk about?
4. When did they go out?
5. Did Ken have a good time?

5 Pronunciation



Listen to the pronunciation of the past tense endings. Then practice.



/t/	liked	worked	washed	Paul **worked** in the morning.
/d/	played	studied	cleaned	Alan **studied** French.
/ɪd/	wanted	needed	visited	We **needed** some help.

6 Conversation





Sam: What did you do last week?

Amr: Nothing special. How about you?

Sam: I went out with a new friend from work, Dave Robbins.

Amr: Really? What's he like?

Sam: He's very interesting but very demanding!

Amr: Where did you go?

Sam: Well, I wanted to impress him, so I took him to an expensive Indian restaurant.

Amr: Was the food good?

Sam: It was great. Um, the problem was he didn't like the spicy food.

Amr: Didn't you know?

Sam: No, he said he ate all kinds of foods. But at the Indian restaurant, he only had the rice!



About the Conversation

1. Who did Sam go out with?
2. What was he like?
3. Where did Sam take Dave?
4. What was the food like?
5. Did Dave like the food?
6. What did he eat?

Your Turn

Ask your classmates about their activities last week.

A: Did you get up late on Saturday?
B: No, I didn't.



7 About You

How good is your memory? Do you remember what you did recently?

1. Did you drink water with your dinner last night?
2. What did you eat for breakfast yesterday?
3. Who was the last person you talked to on the phone?
4. What was the last email you received?
5. When did you write an email to a friend? Who did you write to last?
6. When was the last time you visited relatives?





8 Reading



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kabsa
Saudi food

Before Reading

Do you like different kinds of ethnic dishes like sushi, pizza, and curry? Which do you like best?

Favorite Foods— Around the World

Many of the favorite foods and snacks in the world were accidents. For example, a favorite snack in the U.S. is chocolate chip cookies. In 1930, Mrs. Wakefield wanted to make cookies for her guests, but she didn't have the baking chocolate that she usually used. She used regular chocolate, but it didn't melt. It stayed in small pieces or chips. Her guests loved them, and chocolate chip cookies became popular everywhere.

Flat bread with different toppings was common in many cultures, but it became famous in Naples, Italy when they added tomatoes and cheese. At first, it was a meal for the poor, but in the 1800s it became popular with kings and queens. Today, pizza is popular all around the world.



kebabs
Middle Eastern food



chocolate chip cookies
American snack



sushi
Japanese food



pizza
Italian food

After Reading

1. Who made the first chocolate chip cookies?
2. Why were chocolate chip cookies an "accident"?
3. Where did pizza become popular? Why?
4. What are some of the most popular dishes in the world?
5. What ethnic food is popular in your country?

Discussion

Is it important to know about different ethnic cuisines? Why? Why not?



9 Writing

A. Work in small groups. Talk about your favorite foods. Find a dish that everyone in the group likes. Discuss the ingredients and how to prepare the dish.

Writing Corner

1. Use sequence words to show the order things happen: *first, next, then, after that, finally*.
   To boil an egg, **first** boil the water in a pot. **Next**, put the egg into the water. **Then**, wait 3-5 minutes. **After that**, remove the egg from the water. **Finally**, serve the egg.
2. Use time words such as *when* and *until*.
   Fry the onion in oil **until** it is golden brown.
   When the water boils, put the spaghetti in the pot.

B. Read the recipe for pancakes. Complete the directions with time and sequence words: ***first, next, then, after that, finally, when,*** and ***until***. Use each word once (sometimes more than one answer is possible).

Pancakes

Ingredients

1 cup flour
2 tablespoons sugar
2 teaspoons baking powder
½ teaspoon salt
1 egg, beaten
1 cup milk
2 tablespoons vegetable oil

Directions

1. ____________, beat the milk, egg, and oil in a bowl.
2. ____________, mix the flour, sugar, baking powder, and salt in a large bowl.
3. ____________, make a hole in the center of the flour mixture.
4. Pour the milk and eggs into the flour, and beat ____________ the batter is smooth.
5. Heat a frying pan. ____________, pour a scoop of the batter into the pan.
6. ____________ the batter starts to bubble, flip the pancake. Brown the other side.
7. ____________, serve the pancakes hot with your favorite toppings.

C. Write a recipe for your favorite food. Make a list of ingredients. Use the imperative to write the directions. Remember to use sequence words and time words such as: ***first, next, then, after that, finally, when,*** and ***until***.

10 Project




Prepare a presentation on a regional dish in your country.



11 Form, Meaning and Function



Simple Present versus Simple Past



Use the simple present to talk about permanent actions like habits or routines. We often use adverbs of frequency such as: *always, usually, often, rarely, never*.

Ali **phones** his family...	every day / every Friday / every week
Does Ali **phone** his family...?	on Monday(s) / on the weekend
Ali **doesn't phone** his family...	once a week / three times a month

Use the simple past to talk about actions that were completed in the past. We often use time expressions such as: *yesterday, last night, two years ago*.

Ali **phoned** his family...	yesterday
Did Ali **phone** his family...?	last week / last Friday / last month
Ali **didn't phone** his family...	two days ago / a week ago

Note: We can also use adverbs of frequency with the simple past.

A. Match the phrases to make sentences. Use each phrase on the right only once.

1. ____ Sabah finished
2. ____ Sabah always finishes
3. ____ My family and I go on
4. ____ My family and I went on
5. ____ I don't like this art exhibit
6. ____ I didn't like the art exhibit
7. ____ What did you
8. ____ What do you usually

a. because it's boring.
b. vacation to Malaysia last summer.
c. her assignment last Monday.
d. have for breakfast?
e. her assignments on time.
f. have for breakfast this morning?
g. because it was boring.
h. vacation twice a year.

B. Complete the sentences with the simple present or the simple past of the verbs in parentheses.

1. My family usually ________________ (eat) dinner at home, but last night we ________________ (go out) to an ethnic restaurant. The food ________________ (be) quite spicy.
2. I rarely ________________ (stay) home on the weekend, but last Saturday I ________________ (not/go out). I ________________ (clean out) my closet.
3. When she ________________ (be) younger, my sister ________________ (not/like) coffee. Now she ________________ (drink) coffee every day.
4. I always ________________ (study). I ________________ (spend) the weekend studying for the test, but now I ________________ (not/know) any of the answers!
5. Our team ________________ (play) a football match once a week. Two weeks ago we ________________ (lose), but last week we ________________ (win).
6. When my father ________________ (go) to college, he often ________________ (ride) his bike. Now he ________________ (drive) to work every day.
7. I usually ________________ (not/speak) English outside of class, but yesterday I ________________ (give) directions to some British tourists. They ________________ (say) that my English was excellent!
8. ________________ (you/take) my keys? I ________________ (search) everywhere, but I can't find them. I always ________________ (leave) them on my desk.

1 Language Review



A. Use some of the words from the box and your own ideas to answer the questions.

Nouns		Verbs		Adjectives
boots	raincoat	buy	hang out	casual
fireworks	sandals	decorate	run	formal
invitations	sunglasses	get together	swim	quiet
ocean	volleyball	go shopping	touch	traditional

What should your class do to celebrate graduation?

We should watch fireworks.

1. ______
2. ______
3. ______

What should you wear to graduation? What shouldn't you wear?

1. ______
2. ______

What should Fahd wear at the beach? What shouldn't he wear?

1. ______
2. ______

What should Fahd and his friends do at the beach?

1. ______
2. ______

What can you do at the mall?

1. ______
2. ______

What must the students do at the museum? What mustn't they do?

1. ______
2. ______

B. Write two activities you ***can do*** at your school and three that you ***can't do***.

I can practice with a friend at school. OR *I can't play tennis at my school.*

1. ______
2. ______
3. ______
4. ______
5. ______

C. We can hear and read English every day. English is in malls and hotels, at the beach and the airport, on TV and the Internet, and in the streets. We can find many English signs like these in countries around the world.

Look at the signs and write what they mean.

Go out this way.

EXIT

1. ______________________

DONT WALK

2. ______________________

DO NOT ENTER

3. ______________________

STOP

4. ______________________

NO LITTERING

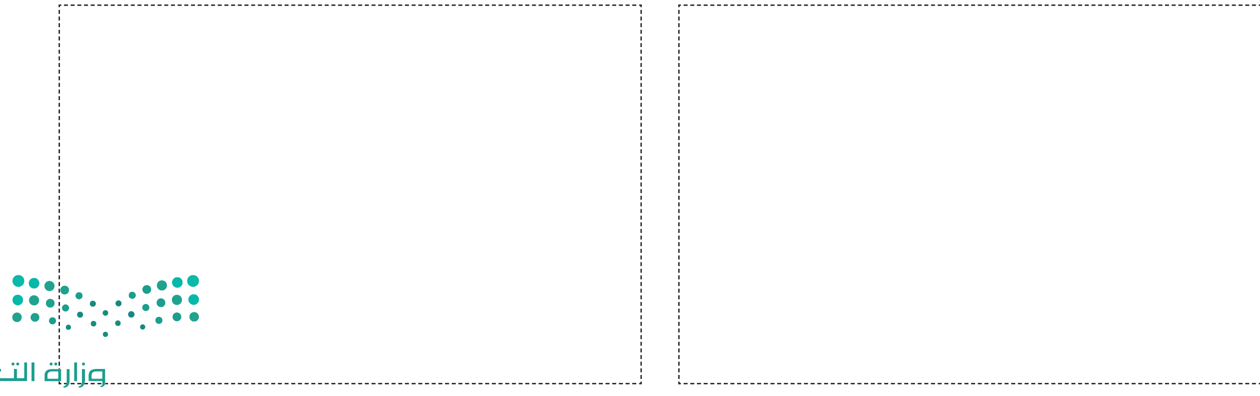
5. ______________________

PUSH

6. ______________________

PULL

D. Find and draw more signs in English. Present them to the class.





E. Complete the following conversations using ***was, were, wasn't,*** or ***weren't***.

1. A: Where __________ you yesterday?
B: I __________ at school.
A: No, you __________. You __________ at the mall.

2. A: Badr __________ the best student in the class.
B: No, he __________. Adel __________.

3. A: How long __________ the trip to the zoo?
B: It __________ two hours.
A: What __________ the parrots like?
B: They __________ fabulous! They're my favorite birds.

4. A: How __________ everything at the restaurant?
B: Well, the food _______ delicious, but the service _______ very slow.





F. Complete the conversation with the sentences from the box.

So, you had lots of fun?	What was it like?
What did you do there?	Show me your photos sometime.
How was your trip to London?	Who did you go with?



Greg: ______________________________
Imad: It was wonderful.
Greg: ______________________________
Imad: My parents and my brother.
Greg: ______________________________
Imad: We visited all the sights, and we went to the British Museum.
Greg: ______________________________
Imad: It was awesome.
Greg: ______________________________
Imad: Oh, yeah. We had a great time.
Greg: ______________________________
Imad: I didn't take any. I lost my smartphone and forgot my camera.





G. Write your schedule. Then compare with a partner.

Last week

Day	What You Did	What Your Partner Did

A: What did you do on Saturday?
B: I hung out with my friends. How about you?

Next week

Day	What You Are Going to Do	What Your Partner Is Going to Do

A: What are you going to do on Monday?
B: I'm going to study English and history.

H. How much can you remember? Write your answers. Compare with a partner.

1. What did you wear yesterday? ______________________
2. What time did you go to bed last night? ______________________
3. What did you eat for lunch yesterday? ______________________
4. Who was the first person you talked to on the phone today? ______________________
5. What was the last thing you bought at the mall? ______________________
6. What was the last film you saw on TV? ______________________

I. Now tell another classmate about your partner's answers.

2 Reading 

Before Reading

What is your favorite place in your town? Why?

My Favorite Hangout Place

My name is Walter Tan. I'm from Alberta, Canada. My favorite hangout place is the West Edmonton Mall. The mall is one of the largest in the world, and it's a tourist attraction. There are 800 stores, a hotel, and 110 restaurants. It has an amusement park with 47 different rides, a swimming pool with a sand beach, an ice rink, an aquarium, and a miniature golf course. But my favorite place is the video arcade.

I was there with friends last weekend. We walked around to see if there were any new games before we started playing. We spent the whole afternoon there before we decided it was time to get something to eat.

I wanted to try vegetarian food, but my friends wanted to go to a new Italian restaurant. I like different kinds of food and many Italian dishes don't have meat, so I agreed. We walked in, but there were no tables. It was really crowded. So we decided to go to the Chinese restaurant near the arcade, but it was closed. They all looked at me as if it was my fault. Anyway, we went to the food court. They got sandwiches or noodles and I got salad, so everyone was happy.

Real Talk

hangout place = a place you like to spend time at





After Reading

A. Compare your favorite place to Walter's favorite place. What do you think?

B. Read the text and answer the questions.

1. Where is Walter from?

2. What is the name of his favorite hangout place?

3. How large is the mall? What kinds of shops, services, and other facilities does it have?

4. What is Walter's favorite place in the mall?

5. What did Walter and his friends do last weekend?

6. What did they want to eat? What did they finally eat?

C. Tell your partner what happened to Walter and his friends when they tried to get something to eat.



3 Writing 

Think about a time when something funny or unexpected happened to you and your friends. Write a story about it, and read it to the class.

4 Chant Along 

Number the verses in the correct order.

My Dream Vacation

My bag is packed.
I've got my ticket.
I'm not coming back
For a long, long time.
Forget all my worries.
Leave my cares behind.
Have lots of fun, that's the
First thing on my mind.

I'm lying in the sun.
Feelin' the ocean breeze,
Going for a swim
In the deep blue sea.
T-shirt and sandals,
I feel so free.
No phone, no tie,
That's the way I'll be.

I'm finally here.
Feelin' so fine.
Waiting in line
To get my bag.
Hat and glasses,
I feel so free.
No cars, no noise,
This is really me.

▸ Chorus

I am flying
I am flying
To a place
Across the sea.
I am going
I am going
To a land
Of fantasy.





Vocabulary

Match the words from the chant with their meanings.

1. _____ dream
2. _____ worries
3. _____ come back
4. _____ breeze
5. _____ free
6. _____ tie

a. return
b. light wind
c. good plan for one's future
d. with no problems or things to do
e. problems
f. clothing you wear around your neck

Comprehension

Answer ***yes*** or ***no***.

1. _____ The man is dreaming about his vacation.
2. _____ He's going by plane.
3. _____ He doesn't have a ticket.
4. _____ His clothes are in his suitcase.
5. _____ He's coming home soon.
6. _____ Fun is the last thing on his mind.
7. _____ He usually wears a tie to work.
8. _____ He's going to a beach.

Discussion

1. What are some of the things that the person is happy to get away from?
2. Do you feel the same when you go on vacation? Why? Why not?
3. Where do you want to go for your dream vacation? Describe the place.

1 Good Morning!

VOCABULARY

Nouns

best friend
class
classmate
family
father (dad)
first name
friend
last name
man
mother (mom)
name
principal
student
teacher
woman

Parts of the day

afternoon
evening
morning
night

Titles

Miss
Mr.
Mrs.
Ms.

Adjectives

big
married
single

EXPRESSIONS

Greetings

Good afternoon.
Good evening.
Good morning.
Hello.
Hi.
Welcome to . . .

Saying goodbye

Bye.
Goodbye.
Good night.
See you later.
Take care.

Introductions

How do you spell (name)?
I'm (name).
My friends call me (name).
My name's (name).
Nice to meet you.
Nice to meet you, too.
This is (name).

Ask/say how someone is

How are you?
How's it going?
I'm fine, thanks.
I'm OK.
Not bad.

Express thanks

Thanks.
Thank you.

Express regret

I'm sorry.

2 What Day Is Today?

VOCABULARY

Nouns

age
cat
date
middle name

Adjectives

cute
favorite
our
their
your

Days of the week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Prepositions

in
on

Months of the year

January
February
March
April
May
June
July
August
September
October
November
December

Numbers

1 one – 1st first
2 two – 2nd second
3 three – 3rd third
4 four – 4th fourth
5 five – 5th fifth
6 six – 6th sixth
7 seven – 7th seventh
8 eight – 8th eighth
9 nine – 9th ninth
10 ten – 10th tenth
11 eleven – 11th eleventh
12 twelve – 12th twelfth
13 thirteen – 13th thirteenth
14 fourteen– 14th fourteenth
15 fifteen – 15th fifteenth
16 sixteen – 16th sixteenth
17 seventeen – 17th seventeenth
18 eighteen – 18th eighteenth
19 nineteen – 19th nineteenth
20 twenty – 20th twentieth
21 twenty-one – 21st twenty-first
22 twenty-two – 22nd twenty-second
23 twenty-three – 23rd twenty-third
24 twenty-four – 24th twenty fourth
30 thirty – 30th thirtieth
40 forty – 40th fortieth
50 fifty – 50th fiftieth
60 sixty – 60th sixtieth
70 seventy – 70th seventieth
80 eighty – 80th eightieth
90 ninety – 90th ninetieth
100 one hundred – one hundredth
1,000 one thousand – one thousandth

EXPRESSIONS

Ask for information

How old are you/they?
How old is he/she?
What month is it?
What day is today?

Real Talk

You're welcome.

3 What's That?

VOCABULARY

Nouns

airplane, bicycle / bike, calculator, camera, car, diamond, dinosaur, egg, fish, fossil, gift shop, guide, headphones, key, key chain, lamp, meteor, museum, painting, pencil, photograph, poster, radio, reproduction, sculpture, skeleton, souvenir, telephone, television, tote bag, toy, typewriter, washing machine, watch

Verbs

buy
check out
follow
touch

Adjectives

enormous
famous
nice

Pronouns

this / that
these / those

EXPRESSIONS

Ask for the name of something

What's this/that?
What are these/those?

Polite command

Please...

4 Around the World

VOCABULARY

Nouns

address, area code, avenue, bus, capital, cell number, country, email, home, language, nationality, people, street, telephone number, tourist, viewer, world

Nouns—Countries

Australia, Brazil, Canada, China, Egypt, England, France, Jordan, Kingdom of Saudi Arabia, Mexico, Oman, Russia, Spain, Syria, United States, Venezuela

Adjectives—Nationality

American, Australian, Brazilian, Canadian, Chinese, Egyptian, English, French, Jordanian, Mexican, Omani, Russian, Saudi, Spanish, Syrian, Venezuelan

Verbs

believe
say

Adjectives

hot
official

Prepositions

around, from, in, on

EXPRESSIONS

Idioms

on business
on vacation

Ask for information

Where are you from?

Real Talk

Excuse me.
How about you?



5 Families, Families

VOCABULARY

Nouns

aunt
baby
brother
child / *plural*: children
cousin
daughter
family
grandchildren
grandfather
grandmother
grandparent
husband
nephew
niece
parent
sister
son
uncle
wife

Verbs

come from
have
miss

Adjectives

big
many
married
only
single
small

EXPRESSIONS

Quantity expressions

a lot of
any
lots

Real Talk

I've got . . .
Not really.

EXPANSION Units 1–5

VOCABULARY

Nouns

ad
backpack
broom
coconut
contest
destination
door
floor
form
industry
island
kid
order
pineapple
prize
questionnaire
ship
sport
tourism
trip
winner

Verbs

brush
clean
close
come in
do
find
get up
hurry
use
wait
walk
work

Phrases with verbs

brush (one's) teeth
do (one's) homework
get off the phone
give (someone) a break
sweep the floor

Adjectives

late
national
popular
principal

EXPRESSIONS

Idioms

give me a break
leave me alone
What for?



6 Is There a View?

VOCABULARY

Nouns
apartment
balcony
flower
garden
house
laundry
motorcycle
tree
view
yard

Nouns—Rooms of the house
bathroom
bedroom
dining room
garage
kitchen
laundry room
living room

Nouns—Furniture and things in a room
armchair
bathtub
bed
cabinet
chair
closet
curtains
desk
dishwasher
dryer
DVD player
lamp
laptop computer
microwave
mirror
refrigerator
rug
shelf
shower
sink
sofa
sound system
stove
table
toilet
TV
vase
washer

Adjectives
beautiful
comfortable
great
huge
pretty
small

Adverbs
downstairs
upstairs

Prepositions
behind
in
in front of
on
under

EXPRESSIONS

Ask for and give a description
Is/Are there...?
There is (There's)/There are . . .
What's . . . like?

Ask for and give a reason
Why?
Because . . .

7 Where Do You Live?

VOCABULARY

Nouns
block
corner
floor
food
gym
neighborhood
pasta
pizza
price
sauna
swimming pool
town

Nouns—Places in the neighborhood
airport
apartment building
bank
bookstore
bus stop
convenience store
gym
health club
mall
park
pharmacy
post office
restaurant
subway station
supermarket

Verbs
get off
go
live
take
turn

Adjectives
closed
low
new
open

Prepositions
across from
between
far from
near
next to
on
on the corner of ... and ...

EXPRESSIONS

Give directions
Go down.
Go up.
Go straight (ahead).
Go to the corner.
Turn left.
Turn right.

Ask for directions
How do I get to . . . ?

Give a strong yes answer
Of course.

Real Talk
Trust me.
You can't miss it.

8 What Are You Doing?

VOCABULARY

Nouns

action film
actor
advantage
comedy
food court
generation
hangout
helpline service
homework
magazine
mail
sandwich
science fiction
text message

Verbs

call
chat
come
deliver
do
drink
eat
hang out
help
listen to
look at
play
read
see
send
speak
study
surf (the Internet)
talk
wait for
watch
wear
work (online)
write

Adjectives

action
busy

Adverb

right now

EXPRESSIONS

Expression of location

at work

Make a suggestion

Let's (go).

Accept a suggestion

Good idea!

Real Talk

check out
What's up?

9 What Do You Do?

VOCABULARY

Nouns

advertising
airline
architecture
art and design
clinic
future
gadget
job
newspaper

Nouns—Occupations/jobs

bus driver
cameraman
carpenter
chef
doctor
flight attendant
lawyer
mechanic
reporter
salesperson
teacher
waiter
website designer

Verbs

cook
cut
design
drive
make
meet
sell
travel

Adjectives

interested (in)
professional

EXPRESSIONS

Idiom

I'm good with . . .

Ask about someone's job

What do you do?





10 What's School Like?

VOCABULARY

Nouns
archaeology
basketball
club
drama
exchange student
expedition
glasses
poetry
schedule
subject
team
volleyball

School Subjects
art
computer science
English
geography
health
history
math
physical education (PE)
science

Adjectives

active	friendly
athletic	fun
boring	hard
challenging	intelligent
difficult	interesting
easy	smart
fascinating	strict

Verbs
act
brush
excavate
run
teach
wear

Adjectives to describe people's looks

black (hair)	long (hair)
blond (hair)	short (hair)
blue (eyes)	tall
brown (hair, eyes)	thin

EXPRESSIONS

Ask about people's appearance
What does he/she look like?

Real Talk
cool

Ask about people's personality
What's he/she like?

11 What Time Do You Get Up?

VOCABULARY

Nouns
activity
breakfast
dinner
karate
lunch
martial arts
traffic
weekday
weekend
weeknight

Verbs
concentrate
get up
learn
wake up
work out

Phrases with verbs
brush one's teeth
check email
go to bed
play football
ride home
take a bath
take a shower

Adjectives
bad
different
late
same

Adverbs
early
late

Frequency adverbs
always
never
sometimes
usually

Time words
after
before
then

EXPRESSIONS

Time expressions

A.M.	in the evening
at night	in the morning
at (six) o'clock	o'clock
every day	on weekdays
in the afternoon	P.M.

Ask for the time
What time is it?

Real Talk
awesome
No way!
Where are you off to?

EXPANSION Units 6–11

VOCABULARY

Nouns

artist	mailman
cable TV	nurse
carpenter	pet
chess	problem
circle	rectangle
hangout place	screen
hobby	source
holiday	square
interests	subject
jargon	subtitle
joke	veterinarian
keyboard	website designer
label	writer

Verbs

click	repair
collect	repeat
complain	reply
drag	sew
draw	smile
hear	solve
laugh	spell
leave	

Phrases with verbs

come across
hang out
pick up
search for

Adjectives

busy
enormous
local
quiet

Adverb

loud

EXPRESSIONS

Idiom

tell jokes

Meeting and greeting people

How are you?
How do you do?
Nice to meet you.

12 What Can You Do There?

VOCABULARY

Nouns

beach
free time
match
ocean
resort

Nouns—Places in a town

airport	hotel
bank	mall
bookstore	museum
bus station	park
gym	restaurant
hospital	supermarket

Verbs

buy
can
draw
fly
hang out
like
shop
sleep

Verbs—Sports

climb	ride a bike
dive	ride a horse
fish	rollerblade
hike	sail
ice-skate	snorkel
play golf	swim
play tennis	

EXPRESSIONS

Accept a suggestion

Sure.

Real Talk

Are you crazy?
When's good for you?





13 What Are You Going To Wear There?

VOCABULARY

Nouns
attraction
graduation
style
transportation
waterfall
weather
wedding

Nouns—Clothes

abaya	jacket	shirt	socks
blouse	jeans	shoes	suit
boots	pants	shomagh	sweater
coat	raincoat	shorts	thobe
dress	sandals	skirt	tie
gloves	scarf	sneakers	T-shirt

Verbs
get married
go shopping
need
wear

Adjectives
casual (clothes)
cold
formal (clothes)
light (clothes)
warm (clothes)

Adjectives—Colors

beige	light (blue)
black	orange
blue	pink
brown	purple
dark (green)	red
gray	white
green	yellow

Time expressions for the future
next month
next week
tomorrow

EXPRESSIONS

Ask about color
What color are your boots?

Real Talk
put on

14 Let's Celebrate

VOCABULARY

Nouns

card	holiday
celebration	independence
federation	invitation
fireworks	neighbor
flag	parade
generosity	snack
gift	

Nouns—Holidays
Eid Al-Adha
Eid Al-Fitr
Independence Day
Liberation Day
National Day

Verbs
celebrate
cover
decorate
donate
exchange
get together
invite
know
offer
sacrifice
send
share
show

Adjectives
bright
traditional
wonderful

Adverb
well

Pronouns
her
him
me
them
us
you

EXPRESSIONS

Make or agree to a suggestion
Let's…

Expressions to show interest
Sounds like fun.
Sounds great!
That's a wonderful idea.

Expression of regret
Too bad.

15 Then and Now

VOCABULARY

Nouns
area
balcony
boss
businessman
celebrity
football striker
member
management consultant
pedestrian
population
shelter
skyscraper
story
tournament
vendor

Phrases with verbs
be in good condition
be in ruins
hold a record
score a goal

Verb
protect

Adjectives
attractive
modern
narrow
successful

Adjectives for opinions
awesome
bad
beautiful
boring
crowded
great
interesting
OK
terrible
uncomfortable

EXPRESSIONS

Ask for information
Where were you born?

Time expression
from time to time

Real Talk
How are things?
You're kidding!

16 What Did You Do Last Week?

VOCABULARY

Nouns
accident
assignment
beach volleyball
console
guest
race
rice
snack
topping

Verbs
impress
melt
stay

Phrases with verbs
clean out
go out
have a great time
search for
spend time
stay home

Adjectives
common
demanding
ethnic
expensive
spicy

Time expressions
last month
last night
last weekend
yesterday

EXPRESSIONS

Ask for information on past activities
What did you do yesterday/last week, etc.?

Conversation filler
Um . . .

Expression of interest in the speaker's comment
Really?

EXPANSION Units 12–16

VOCABULARY

Nouns

amusement park
aquarium
breeze
dream
facility
fault
golf course
hangout place
ice rink
sign
suitcase
video arcade
worry

Verbs

decide
forget
lie
pack

Adjectives

free
unexpected

EXPRESSIONS

Idioms

on my mind

Describe means of transportation

by bus
by car
by train



Self Reflection

Things that I liked about Unit 1:	Things that I didn't like very much:
______	______
______	______
______	______

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
______	______
______	______
______	______

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
greet people			
say goodbye			
introduce myself and others			
use the verb *be*			
use the possessive *adjectives my, your, his, her*			
talk about school supplies			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
______	• read through the unit again
______	• listen to the audio material
______	• study the grammar and functions from the unit again
	• ask your teacher for help



Things that I liked about Unit 2:	Things that I didn't like very much:
____________	____________
____________	____________
____________	____________

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
____________	____________
____________	____________
____________	____________

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
use the days of the week and the months of the year in context			
use the numbers 1 to 1,000 in context			
use ordinal numbers			
talk about my age			
use the possessive adjectives *our, your, their*			
use the question words *what, when*, and *how old*			
use the prepositions *in* and *on* with dates			
follow and give classroom instructions			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
____________ ____________ ____________	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Unit 3 Self Reflection

Things that I liked about Unit 3:	Things that I didn't like very much:
____________________	____________________
____________________	____________________
____________________	____________________

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:
____________________	____________________
____________________	____________________
____________________	____________________

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
give commands and instructions			
ask for identification of things			
use the demonstrative pronouns *this/that* and *these/ those*			
use imperatives			
use the indefinite articles *a/an*			
use the definite article *the*			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
____________________	• read through the unit again
____________________	• listen to the audio material
____________________	• study the grammar and functions from the unit again
	• ask your teacher for help



Unit 4 Self Reflection

Things that I liked about Unit 4:	Things that I didn't like very much:
______________________	______________________
______________________	______________________
______________________	______________________

Things that I found easy in Unit 4:	Things that I found difficult in Unit 4:
______________________	______________________
______________________	______________________
______________________	______________________

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about countries and nationalities			
ask for information with *yes/no* questions			
give basic personal information			
use the verb *be* in the negative and in questions and short answers			
use the question word *when*			
use the prepositions *from, in,* and *on*			
use *can/will* for requests and offers			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
______________________	• read through the unit again
______________________	• listen to the audio material
______________________	• study the grammar and functions from the unit again
	• ask your teacher for help



Things that I liked about Unit 5:	Things that I didn't like very much:
______	______
______	______
______	______

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
______	______
______	______
______	______

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
identify family members			
describe families			
use the verb *have* in the affirmative and negative and in questions and short answers			
use the quantity expressions *any* and *a lot of/lots of*			
talk about possession with *'s*			
use the question words *how many* and *who*			
use regular and irregular plural nouns			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
______	• read through the unit again
______	• listen to the audio material
______	• study the grammar and functions from the unit again
	• ask your teacher for help

Things that I liked about Unit 6:	Things that I didn't like very much:
___	___
___	___
___	___

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:
___	___
___	___
___	___

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about rooms in a house and objects in the rooms			
describe the location of objects			
describe houses			
use *there is/there are* in the affirmative and negative and in questions and short answers			
use the prepositions *in, in front of, behind, on,* and *under*			
use the conjunctions *and, but,* and *or*			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
___ ___ ___	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



Self Reflection

Things that I liked about Unit 7:	Things that I didn't like very much:
______________	______________
______________	______________
______________	______________

Things that I found easy in Unit 7:	Things that I found difficult in Unit 7:
______________	______________
______________	______________
______________	______________

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
name places in a city			
describe location			
describe houses			
ask for and give directions			
use the verb *live* + preposition			
use the prepositions of place *across from, between, next to, on, near,* and *far from*			
use imperatives for directions			
use comparative and superlative adjectives			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
______________	• read through the unit again
______________	• listen to the audio material
______________	• study the grammar and functions from the unit again
	• ask your teacher for help

Things that I liked about Unit 8:	Things that I didn't like very much:
______________________	______________________
______________________	______________________
______________________	______________________

Things that I found easy in Unit 8:	Things that I found difficult in Unit 8:
______________________	______________________
______________________	______________________
______________________	______________________

Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about what people are doing			
use the present progressive tense in the affirmative and negative and in questions and short answers			
ask questions with *what* + present progressive			
use *would like* and *would like to*			

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
______________________	• read through the unit again
______________________	• listen to the audio material
______________________	• study the grammar and functions from the unit again
	• ask your teacher for help



Things that I liked about Unit 9:	Things that I didn't like very much:
______________________	______________________
______________________	______________________
______________________	______________________

Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:
______________________	______________________
______________________	______________________
______________________	______________________

Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
ask and answer questions about jobs			
describe job activities			
ask and answer questions with *why* and *because*			
use the simple present tense in the affirmative			
ask questions with *what* in the simple present tense			
use the conjunctions *so* and *because*			

My five favorite new words from Unit 9:	If you're still not sure about something from Unit 9:
______________________	• read through the unit again
______________________	• listen to the audio material
______________________	• study the grammar and functions from the unit again
	• ask your teacher for help



Things that I liked about Unit 10:	Things that I didn't like very much:
____________________	____________________
____________________	____________________
____________________	____________________

Things that I found easy in Unit 10:	Things that I found difficult in Unit 10:
____________________	____________________
____________________	____________________
____________________	____________________

Unit 10 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about school subjects			
describe people's physical traits			
describe people's personality			
discuss likes and dislikes			
use the simple present tense in the affirmative and negative and in questions and short answers			
use adjectives and put them in the correct position			
use the intensifiers *very, quite, really,* etc.			
use adjectives with *-ed* and *-ing*			

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:
____________________	• read through the unit again
____________________	• listen to the audio material
____________________	• study the grammar and functions from the unit again
	• ask your teacher for help

Things that I liked about Unit 11:	Things that I didn't like very much:
______________________	______________________
______________________	______________________
______________________	______________________

Things that I found easy in Unit 11:	Things that I found difficult in Unit 11:
______________________	______________________
______________________	______________________
______________________	______________________

Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
describe daily activities and routines			
express time			
use the adverbs of frequency *always, usually, sometimes*, and *never*			
use the time expressions *before, after, then,* and *every day*			
use the prepositions *at, in,* and *on* in time expressions			
use the simple present versus the present progressive			

My five favorite new words from Unit 11:	If you're still not sure about something from Unit 11:
______________________	• read through the unit again
______________________	• listen to the audio material
______________________	• study the grammar and functions from the unit again
	• ask your teacher for help



Self Reflection

Things that I liked about Unit 12:	Things that I didn't like very much:
______________________	______________________
______________________	______________________
______________________	______________________

Things that I found easy in Unit 12:	Things that I found difficult in Unit 12:
______________________	______________________
______________________	______________________
______________________	______________________

Unit 12 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about places and activities			
express ability			
express likes and dislikes			
use the modal *can* in the affirmative and negative and in questions and short answers			
use the verb *like* + infinitive			
use gerunds and infinitives after verbs			

My five favorite new words from Unit 12:	If you're still not sure about something from Unit 12:
______________________	• read through the unit again
______________________	• listen to the audio material
______________________	• study the grammar and functions from the unit again
	• ask your teacher for help



Things that I liked about Unit 13:	Things that I didn't like very much:
______________________	______________________
______________________	______________________
______________________	______________________

Things that I found easy in Unit 13:	Things that I found difficult in Unit 13:
______________________	______________________
______________________	______________________
______________________	______________________

Unit 13 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about clothing and colors			
express future plans			
make suggestions			
use the future construction *be + going to* in the affirmative and negative and in questions and short answers			
use the time expressions for the future *tomorrow, next week,* and time expressions *tonight,* etc.			
express future arrangements with present progressive			

My five favorite new words from Unit 13:	If you're still not sure about something from Unit 13:
______________________	• read through the unit again
______________________	• listen to the audio material
______________________	• study the grammar and functions from the unit again
	• ask your teacher for help



Things that I liked about Unit 14:	Things that I didn't like very much:
______	______
______	______
______	______

Things that I found easy in Unit 14:	Things that I found difficult in Unit 14:
______	______
______	______
______	______

Unit 14 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about national holidays and celebrations			
express wants and needs			
make suggestions and invitations			
use object pronouns			
use *need / want / like* + infinitive			
use *let's* + infinitive			
use the modals *must / mustn't* and *should / shouldn't*			

My five favorite new words from Unit 14:	If you're still not sure about something from Unit 14:
______	• read through the unit again
______	• listen to the audio material
______	• study the grammar and functions from the unit again
	• ask your teacher for help



Things that I liked about Unit 15:	Things that I didn't like very much:
______________________	______________________
______________________	______________________
______________________	______________________

Things that I found easy in Unit 15:	Things that I found difficult in Unit 15:
______________________	______________________
______________________	______________________
______________________	______________________

Unit 15 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about the past			
describe places and people in the past			
use the simple past tense of *be* in the affirmative and negative and in questions and short answers			
use the expression *to be born*			
use *there was / there were*			

My five favorite new words from Unit 15:	If you're still not sure about something from Unit 15:
______________________	• read through the unit again
______________________	• listen to the audio material
______________________	• study the grammar and functions from the unit again
	• ask your teacher for help



Things that I liked about Unit 16:	Things that I didn't like very much:

Things that I found easy in Unit 16:	Things that I found difficult in Unit 16:

Unit 16 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about past activities			
use the simple past tense in the affirmative and negative and in questions and short answers			
use regular past tense verbs			
use irregular past tense verbs			
use the time expressions for the past *yesterday, last night, last week,* and *last month*			
use the simple present versus the simple past			

My five favorite new words from Unit 16:	If you're still not sure about something from Unit 16:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

Irregular Verbs

Base Form	Simple Past
be	was/were
become	became
buy	bought
come	came
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fight	fought
find	found
get (up)	got (up)
give	gave
go	went
hang	hung
have	had
hear	heard
know	knew
leave	left
lend	lent
make	made
mean	meant
meet	met
read	read
ride	rode
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
sweep	swept
swim	swam
take	took
teach	taught
think	thought
understand	understood
wake (up)	woke (up)
wear	wore
write	wrote



SUPERGOAL 1 Audio Track List

CD1

Track	Unit	Student Book Section	
2	Unit 1	1	Listen and Discuss
3	Unit 1	2	Pair Work
4	Unit 1	4	Pronunciation
5	Unit 1	5	Listening
6	Unit 1	7	Conversation
7	Unit 1	8	Reading
8	Unit 2	1	Listen and Discuss
9	Unit 2	2	Pair Work
10	Unit 2	4	Listening
11	Unit 2	5	Pronunciation
12	Unit 2	7	Conversation
13	Unit 2	8	Reading
14	Unit 3	1	Listen and Discuss
15	Unit 3	2	Pair Work
16	Unit 3	5	Listening
17	Unit 3	6	Pronunciation
18	Unit 3	7	Conversation
19	Unit 3	8	Reading
20	Unit 4	1	Listen and Discuss
21	Unit 4	2	Pair Work
22	Unit 4	4	Pronunciation
23	Unit 4	5	Listening
24	Unit 4	6	Conversation
25	Unit 4	8	Reading
26	Unit 5	1	Listen and Discuss
27	Unit 5	2	Pair Work
28	Unit 5	4	Listening
29	Unit 5	5	Pronunciation
30	Unit 5	6	Conversation
31	Unit 5	8	Reading
32	EXPANSION	2	Reading
33	Units 1–5	4	Chant Along

CD2

Track	Unit	Student Book Section	
2	Unit 6	1	Listen and Discuss
3	Unit 6	2	Pair Work
4	Unit 6	4	Listening
5	Unit 6	5	Pronunciation
6	Unit 6	6	Conversation
7	Unit 6	8	Reading
8	Unit 7	1	Listen and Discuss
9	Unit 7	2	Pair Work
10	Unit 7	4	Listening
11	Unit 7	5	Pronunciation
12	Unit 7	6	Conversation
13	Unit 7	8	Reading
14	Unit 8	1	Listen and Discuss
15	Unit 8	2	Pair Work
16	Unit 8	4	Listening
17	Unit 8	5	Pronunciation
18	Unit 8	6	Conversation
19	Unit 8	8	Reading
20	Unit 9	1	Listen and Discuss
21	Unit 9	2	Pair Work
22	Unit 9	4	Listening
23	Unit 9	5	Pronunciation
24	Unit 9	6	Conversation
25	Unit 9	8	Reading
26	Unit 10	1	Listen and Discuss
27	Unit 10	2	Pair Work
28	Unit 10	4	Listening
29	Unit 10	5	Pronunciation
30	Unit 10	6	Conversation
31	Unit 10	8	Reading
32	Unit 11	1	Listen and Discuss
33	Unit 11	2	Pair Work
34	Unit 11	4	Listening
35	Unit 11	5	Pronunciation
36	Unit 11	6	Conversation
37	Unit 11	8	Reading
38		2	Reading
39	EXPANSION	5	Chant Along
40	Units 6–11	7	Reading
41		8	Chant Along

CD3

Track	Unit	Student Book Section	
2	Unit 12	1	Listen and Discuss
3	Unit 12	2	Pair Work
4	Unit 12	4	Listening
5	Unit 12	5	Pronunciation
6	Unit 12	6	Conversation
7	Unit 12	8	Reading
8	Unit 13	1	Listen and Discuss
9	Unit 13	2	Pair Work
10	Unit 13	4	Listening
11	Unit 13	5	Pronunciation
12	Unit 13	6	Conversation
13	Unit 13	8	Reading
14	Unit 14	1	Listen and Discuss
15	Unit 14	2	Pair Work
16	Unit 14	4	Listening
17	Unit 14	5	Pronunciation
18	Unit 14	6	Conversation
19	Unit 14	8	Reading
20	Unit 15	1	Listen and Discuss
21	Unit 15	2	Pair Work
22	Unit 15	4	Listening
23	Unit 15	5	Pronunciation
24	Unit 15	6	Conversation
25	Unit 15	8	Reading
26	Unit 16	1	Listen and Discuss
27	Unit 16	2	Pair Work
28	Unit 16	4	Listening
29	Unit 16	5	Pronunciation
30	Unit 16	6	Conversation
31	Unit 16	8	Reading
32	EXPANSION	2	Reading
33	Units 12–16	4	Chant Along